DOCUMENT RESUME

ED 082 200 CS 200 684

TITLE	Anglo-American Seminar on the Teaching and Learning of English Agenda (Dartmouth College, Hanover, New Hampshire, Aug. 20-Sept. 16, 1966); and Miscellaneous Papers: Freshman English, English in English Departments of English Universities, Some Technical Terms; and The Breadth and Depth of English in the United States.
INSTITUTION	Modern Language Association of America, New York, N.Y.; National Association for the Teaching of English (England).; National Council of Teachers of English, Champaign, Ill.
PUB DATE	Sep 66
NOTE	93p.; For text of the working papers see CS 200 685-CS 200 700
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	College Freshmen; Conference Reports; Definitions; English Departments; *English Instruction; Language Standardization; Sociolinguistics; Tutorial Programs
IDENTIFIERS	*Dartmouth Seminar on the Teaching of English

ABSTRACT

The Anglo-American Conference held at Dartmouth College in the summer of 1966, was designed to improve the teaching of English and the cooperation between scholars and teachers in Great Britain, Canada, and the United States. Major issues in English education were identified in advance of the conference. Papers on these topics were discussed at an early plenary session and then referred for further consideration to a working party. This agenda contains: a daily calendar of seminar events; working party and study group assignments; names, addresses, and biographies of participants and staff; and a guide to the community of Hanover and points of interest in New England. Miscellaneous papers are included. "Freshman English" discusses and evaluates a tutorial method of teaching Freshman English at Berkeley. "English in English Departments of English Universities" discusses functions and goals of English departments. "Some Technical Terms" defines educational terminology used in the United States and England. "Breadth and Depth of English in the United States" discusses substratum sociolinguistic phenomena that may remain after as widespread and rapid Anglification as has taken place in the United States. (LL)

ED 082200

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ANGLO-AMERICAN SEMINAR
ON
THE TEACHING AND LEARNING OF ENGLISH

Dartmouth College

August 20 - September 16

1966

CS 200 684

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PARTICIPANTS AND STAFF

	Dartmouth Address	Working Party
David Abercrombie	Hanover Inn	5
Anthony L. E. Adams	205 N. Fayerweather Hall	4
George Cameron Allen	203 N. Fayerweather Hall	3
J. Jeffery Auer	Hanover Inn	1
Douglas Barnes	Hanover Inn	1
Wayne C. Booth	Hanover Inn	-
James Nimmo Britton	Hanover Inn	1
Dwight L. Burton	207 N. Fayerweather Hall	3
Frederic Cassidy	208 N. Fayerweather Hall	5
Bernice M. Christenson	Hanover Inn	2
Benjamin DeMott	Hanover Inn	5
John Dixon	102 N. Fayerweather Hall	-
Wallace Douglas	202 N. Fayerweather Hall	1
Arthur J. Eastman	204 N. Fayerweather Hall	2
John Hurt Fisher	Hanover Inn (Aug. 20-Sept. 4)	-
Boris Ford	Hanover Inn	-
W. Nelson Francis	302 N. Fayerweather Hall	5
Alfred H. Grommon	Hanover Inn	4
Denys W. Harding	Hanover Inn	2
Barbara Hardy	Hanover Inn	2
David Holbrook	Private home	3
Arthur E. Jensen	Private home	-
Esmor Jones	103 N. Fayerweather Hall	-
Albert R. Kitzhaber	Hanover Inn	4
Robert J. Lacampagne	107 N. Fayerweather Hall	-
Albert Lavin	Hanover Inn	3
E. Glyn Lewis	303 N. Fayerweather Hall	4
Walter D. Loban	307 N. Fayerweather Hall	5
D. D. Mackay	306 N. Fayerweather Hall	5
Albert H. Marckwardt	Hanover Inn	-
James E. Miller, Jr.	Private home	4
James Moffett	Hanover Inn	4
Herbert Muller	Hanover Inn	-
Charles Muscatine	Hanover Inn	3
Paul A. Olson	Private home	2
Wayne A. O'Neil	Private home	2
William Wallace Robson	Private home	1
Connie Ruby Rosen	Hanover Inn	2
Michael F. Shugrue	Hanover Inn (Sept. 2-16)	-
John M. Sinclair	305 N. Fayerweather Hall	5

Participants and Staff (Con't)

James R. Squire	106 N. Fayerweather Hall	-
Barbara M. H. Strang	Hanover Inn	4
Geoffrey Summerfield	108 N. Fayerweather Hall	3
Denys Thompson	Hanover Inn	1
Frank Whitehead	Private home	-
Reed Whittemore	Hanover Inn	4
Miriam E. Wilt	Hanover Inn	1

DARTMOUTH SEMINAR CONSULTANTS

Muriel Crosby	August 20-27
Richard Corbin	August 22-27
Joshua A. Fishman	August 22-26, 29-30
Peter J. Caws	August 27-30
Donald A. Sears	August 27-30
Eldonna Evertts	August 28-30
Dorothy Saunders	August 28-30
Sybil Marshall	August 29-30
Basil Bernstein	August 29-31
Walter J. Ong, S.J.	August 30-September 2
Harley W. Parker	August 30-September 2
Henry Dan Piper	September 5-10
Alan Purves	September 5-10
John Marcatante	September 6-8
Walter H. Miner	September 6-8
Dorothy K. Balfour	September 6-8
Robin S. Harris	September 6-8
Frank McTeague	September 6-8
Robert Hogan	September 6-9
Patrick Hazard	September 7-8
William Work	September 12-14
Floyd Rinker	

Organization of the Seminar

Morning sessions 9:00 - 11:30
Afternoon sessions 2:00 - 5:00

A carefully ordered sequence of discussion has been provided for the first week of the Seminar, becoming increasingly flexible in weeks two and three to allow the staff to utilize enthusiasms and interests which develop during the discussion. The fourth week will be used for summation and final discussion.

During the first week plenary sessions will be held on the five working party topics. The special working parties will begin to meet, each reporting progress at a plenary session during the second or third week. During the fourth week final reports will be made and the topics discussed again in general sessions.

Study group topics will be discussed in smaller groups in the afternoon. Assignments to study groups will be made in the plenary session Monday, August 22, with representatives from each working party in each study group.

During the first week, topics 1, 2, 3, and 5 will be discussed by study groups on Tuesday and Wednesday afternoons.

Topics 4, 6, and 8 will be discussed during the second week of the seminar in a similar manner. Topics 7, 9, and 10 will be discussed at separate meetings, possibly when special consultants are present.

Boris Ford and Wayne Booth have been appointed to move from group to group in the Seminar, raising larger questions that may not occur to participants concerned with the specific problems outlined.

John Dixon and Herbert Muller, who will prepare final reports to the profession and the general public, will similarly move from group to group, keeping themselves informed on all aspects of the Seminar.

Mrs. Nerlene Bertin will serve as transcriber at the general sessions and other key meetings. All meetings will be recorded on tape for participants' reference. The general sessions will be kept for Mr. Dixon and Mr. Muller to refer to as they wish; the study group recordings will be erased after a week or ten days, and the tapes used again in later sessions.

The following papers have been prepared as stimulants for discussion in the Working Parties and Study Groups:

Working Party Papers

1.	What is English	Albert R. Kitzhaber
2.	What is Continuity in English Teaching?	Frank A. Whitehead
3.	English: One Road or Many? Some Historical Reflections	Wallace W. Douglas
4.	Knowledge and Proficiency in English	Denys Thompson
5.	Standards and Attitudes	Albert H. Marckwardt

Study Group Papers

1.	The Spoken Word and the Integrity of English Instruction	Walter Loban
2.	Drama in English Teaching	Douglas Barnes
3.	Creativity in the English Program	David Holbrook
4.	How Does a Child Learn English?	Miriam Wilt
5.	Response to Literature	James Britton
6.	Some Meanings and Uses of Myth	Albert L. Lavin
7.	What Use Can Be Made of Technological Innovations in English Classes?	Alfred H. Grommon
8.	Linguistics and the Teaching of English	John M. Sinclair
9.	The Impact of External Examinations on the Teaching of English	George Cameron Allen
10.	Through the Vanishing Point	Harley W. Parker

Working Party Assignments - the first name in each group is that of the chairman; the second of the discussant:

I. What is English?
Douglas Barnes
James Britton
Denys Thompson
Miriam Wilt
Jeffrey Auer
Wallace Douglas
William Robson

II. What is "Continuity" in English Teaching?
Arthur Eastman
Bernice Christenson
Paul Olson
Connie Rosen
D. W. Harding
Barbara Hardy
Wayne O'Neil

III. English: One Road or Many?
George Allen
Geoffrey Summerfield
David Holbrook
Dwight Burton
Charles Muscatine
Albert Lavin

IV. Knowledge and Proficiency in English
James Miller
Alfred Grommon
Albert Kitzhaber
E. Glyn Lewis
Barbara Strang
Reed Whittemore
James Moffett
Anthony Adams

V. Standards and Attitudes

W. Nelson Francis
D. D. Mackay
John Sinclair
Walter Loban
Frederic Cassidy
Benjamin DeMott
David Abercrombie

Program, August 20-27, 1966

Saturday, August 20

2:00 - 4:30 Introductory Plenary Session. Introduction of participants. Explanation of aims and plans of work. Assignment of participants to working parties.

Evening Concert at the Hopkins Center for the Performing Arts (optional).

Sunday, August 21

10:00 Meeting of Seminar staff and working party chairmen.

2:00 - 4:30 Plenary Session. Discussion of Working Party Paper No. 1.

5:00 Cocktails at the Arthur Jensen residence. Wives and families of participants are invited.

Monday, August 22

9:00 - 11:30 Plenary Session. Discussion of Working Party Paper No. 2. Assignment of participants to study groups, to consider study group papers.

Tuesday, August 23

9:00 - 11:30 Plenary Session. Discussion of Working Party Paper No. 3.

2:00 - 4:00 Meeting of Study Groups 1, 2, 3, 5

Wednesday, August 24

9:00 - 11:30 Plenary Session. Discussion of Working Party Paper No. 4

2:00 - 4:00 Meeting of Study Groups 1, 2, 3, 5

Thursday, August 25

9:00 - 11:30 Plenary Session. Discussion of Working Party Paper No. 5.

2:00 - 4:00 Meeting of five Working Parties.

Friday, August 26

9:00 - 11:00 Plenary Session. Observations of Wayne Booth and Esmor Jones on progress and developments. Comments by consultants.

11:00 Working Party Meetings to plan weekend work.

Saturday, August 27

Optional bus tour of White Mountains.

For the rest of the Seminar the program is flexible, centering on meetings of working parties and study groups, general sessions for progress reports and meetings with special consultants. The following events will be scheduled:

Second Week

Continued meetings of working parties
Progress reports from working parties 1 and 2
Discussion of study group topics 4, 6, and 8 with Basil Bernstein as consultant
Discussion of study group topic no. 10 with Harley Parker
Sybil Marshall and Dorothy Saunders will participate and show children's writing Monday and Tuesday
Cookout Labor Day weekend to be arranged by Arthur Jensen

Third Week

Continued meetings of working parties
Progress reports from working parties 3, 4, and 5
September 7 and 8, 7:30 p.m. Patrick Hazard will present a selection of films for classroom use
Five American and Canadian teachers will participate September 7 - 8, with an informal panel on classroom practices September 8, 2:00 p.m.
Discussion of study group topics 7 and 9

Fourth Week

General sessions Monday through Thursday for final reports and summation

AUGUST 20 - 31

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						20 2:00 Introductory Session Evening - Concert at the Hopkins Center Consultants: Corbin, Crosby
21 10:00 Meeting of Seminar Staff & Working party Chairmen 2:00 Plenary Session - Topic 1 Cocktails at Arthur Jensen's Corbin, Crosby	22 9:00 Plenary Session - Topic 2 Crosby, Corbin Fishman	23 9:00 Plenary Session - Topic 3 2:00 Study Groups 1, 2, 3, 5 Crosby, Corbin Fishman	24 9:00 Plenary Session - Topic 4 2:00 Study Groups 1, 2, 3, 5 Crosby, Corbin, Fishman	25 9:00 Plenary Session - Topic 5 2:00 Working Parties Corbin, Crosby Fishman	26 9:00 Plenary Ses Sessions - Review of First Week 11:00 Working Parties Corbin, Crosby, Fishman	27 Bus Tour of White Mountains (Optional) Corbin, Crosby Caws, Sears
28 Caws, Sears Evertts, Saunders	29 Study Groups 4, 6, 8 with Bernstein Children's Writing with Marshall, Saunders Marshall, Caws, Everttts, Fishman Bernstein, Sears, Saunders	30 Parker, Ong, Marshall, Caws, Everttts, Fishman Bernstein, Sears Saunders	31 Study Group 10 with Parker Bernstein, Ong Parker			

September 1 - 17

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 Ong, Parker	2 Ong, Parker	3 Ong, Parker
4	5 LABOR DAY Piper, Purves	6 Purves, Piper, Marcatante, Miner Balfour, Harris McTeague, Hogan	7 Study Groups 7, 9 7:30 Film Hazard, Piper, Marcatante, Miner Balfour, Harris, McTeague, Hogan Purves	8 2:00 Informal Panel on Classroom practices 7:30 Film Purves, Hazard, Piper, Marcatante, Miner, Balfour, Harris, McTeague, Hogan	9 Piper, Purves, Hogan	10 Piper, Purves
11	12 FINAL REPORTS Work	13 Work	14 Work	15	16	17

MATERIALS DISTRIBUTED

In addition to the preliminary papers, the following materials have been distributed in advance to all Seminar participants:

"The Basic Issues in th Teaching of English"; supplement to Elementary English, October 1959, and English Journal, September 1959.

The Disappearing Dias, Frank Whitehead. London: Chatto & Windus, 1966.

Ends and Issues: 1965-1966, Alexander Frazier, Editor. Champaign, Illinois: NCTE, 1966.

English in the Primary School, NATE, July 1964.

Freedom and Discipline in English, Commission on English. New York: CEEB, 1965.

Half Our Future, Central Advisory Committee for Education (England). London: Her Majesty's Stationery Office, 1963.

"I, You, and It," James Moffett; reprinted from College Composition and Communication, December 1965.

"Literature, Threat and Conquest," Walter J. Ong, S.J.; reprinted from College English, May 1966.

National Study of High School English Programs: "A Record of English Teaching Today" and "A School for All Seasons," Roger K. Applebee and James R. Squire; reprinted from the English Journal, March 1966.

"New Materials for the Teaching of English: The English Program of the USOE," Michael F. Shugrue; PMLA, September 1966.

"A Structural Curriculum in English," James Moffett; reprinted from Harvard Educational Review, Winter 1966.

"Telling Stories: Methods of Abstraction in Fiction," James Moffett; reprinted from ETC: A Review of General Semantics, December 1964.

"Who is to Speak for English" and "Elementary Teaching and Elemental Scholarship," Francis Keppel and Northrop Frye; PMLA, May 1964.

A few additional publications will be distributed at Dartmouth, if they are available in time.

LOCAL ARRANGEMENTS

MAIL

Mail addressed to Box 582, Hanover, New Hampshire 03755, will be picked up twice a day and delivered to you.

LAUNDRY

Arrangements have been made to have your laundry picked up and returned to the dormitory and the Inn.

CHECKS

The names of all participants have been given to the Dartmouth National Bank, the Bursar of the College, and to the desk of the Hanover Inn. Upon identifying yourself you should have no difficulty in cashing checks.

STIPENDS

One half will be given on the first day of the conference; one half on the last day. Travel vouchers should be submitted to James R. Squire after the Seminar.

RENTED CARS

A limited number of rented cars are available to participants through the Seminar office.

PARKING

Parking is available at the Hanover Inn if you are registered there. Others may park beside North Fayerweather Hall.

STEWARD

John Scott-Craig, an undergraduate at Yale, is our steward. He will prepare coffee and tea for our session breaks and be generally useful to the staff and participants in the Conference.

MEALS

Meals will be served at the Hanover Inn during the following hours:

Breakfast:	7:30 - 8:30
Lunch:	12:30 - 1:30
Dinner:	6:00 - 8:00

Dress during the day is informal, but for the evening meal at the Hanover Inn we request that men wear coats and ties.

MEETING ROOMS

The Sanborn House, home of the English Department, houses the Seminar offices. General sessions will be held in the living room, smaller sessions in seminar rooms in Sanborn House and in the library.

OFFICES AND SECRETARIES

Seminar offices are located on the first floor of Sanborn House. Typewriters and mimeographing equipment are available for participants use. One additional typewriter is available in a special office in the dormitory. A limited number of secretaries will be available from a small central pool.

LIBRARY

Your name has been given to the circulation desk of the College Library, which will allow participants to withdraw books and use all the other facilities. Hours: 8:00 - 5:00, Monday through Friday. In addition, a special collection of materials on the teaching of English is being maintained in Sanborn House Library. A listing of the contents of this collection will be available from Robert Lacampagne.

HOSPITAL

The Hitchcock Hospital and Clinic, about an eighth of a mile from the campus, is the largest medical facility between Boston and Montreal. In case of emergency call the Hospital, 643-4000, or go directly there and report to the front desk or the emergency room. Let the Seminar office know so we can help.

CHURCHES

In Hanover there are Episcopalian, Congregational, Lutheran, Roman Catholic, Unitarian, and Christian Science churches. The Society of Friends meets

every Sunday in one of the College buildings. The nearest Jewish Synagogue is in Claremont, New Hampshire, 25 miles away.

LIQUOR

Beer is sold in several stores in Hanover. In Lebanon, the New Hampshire State Liquor Store will be able to take care of all other needs.

RECREATION

There are two indoor swimming pools available at the College, and outdoor swimming at Storrs Pond, about a mile from the campus.

Tennis courts are available at a charge of 50 cents a half day. There are two golf courses about a half mile from the campus. There is a $4 ($5 on weekends) green fee on the eighteen hole course, $2.50 on the nine hole. A weekly rate of $15 is available too.

THE NEW ENGLAND AREA

There are many interesting places within driving distance of Hanover. If enough people are interested, arrangements can be made through the Seminar office to take advantage of group rates at some of the theaters listed.

Theatres

Hopkins Center for the Performing Arts, Dartmouth, will present three plays and a concert during the first two weeks of the conference. A block of seats has been reserved for participants wishing to purchase tickets.

Weathervane Theater, Open Stage Company Productions, Whitefield, New Hampshire. Voice of the Turtle, John Van Druten, August 23 - 27. Tuesday - Saturday evenings 8:40, Saturday Matinee 2:30 ($2.00, $2.50, $2.90; Matinee $2.00; group rates).

The Lincoln Opera House, Lincoln, New Hampshire. The Tavern, (a mock melodrama) George M. Cohan, August 23 - 28. Tuesday - Sunday evenings: 8:30, ($2.20; group rates).

Champlain Shakespeare Festival, UVM Arena Theatre, Burlington, Vermont. Henry VI, Part I, Comedy of Errors, Hamlet, rotating schedule through September 3, Monday - Saturday evenings 8:30, Matinees 2:00 ($2.50, $3.00; Matinees, $2.00, $2.50; also group rates).

Weston Playhouse, Weston, Vermont. Three Men on a Horse, August 25 - 28. Thursday - Sunday evenings 8:30, Saturday matinees 3:00 ($2.75, $2.00; Matinees $2.50, $1.50; 50¢ surcharge for musicals, 25¢ for Saturday night; group rates).

Stowe Playhouse, Stowe, Vermont. Oh Dad, Poor Dad, Mamma's Hung You in the Closet and I'm Feeling so Sad, Arthur Kopit, August 20, 26, September 3. A Moon for the Misbegotten, Eugene O'Neill, August 21, 31. Billy Liar, Keith Waterhouse and Willis Hall, August 24, 28, September 2. Romanoff and Juliet, Peter Ustinov, August 25, 27, 30, September 1, 4. Evenings 8:30 ($2.50; group rates).

New Hampshire Highlights

New Hampshire was settled in 1623 under the authority of an English land grant. She was the first of the states to declare her independence in January 1766, six months earlier than the Federal Declaration of Independence. New Hampshire was also the first state to adopt her own constitution, and the ninth and deciding state to accept the Federal constitution, binding the original thirteen states together as a republic.

The removal of the powder and guns from Fort William and Mary at New Castle by a small band of patriots in 1774 has been called the first aggressive act of the Revolution. New Hampshire troops played a leading part in the fighting at Bunker Hill. The victory of New Hampshire's Revolutionary War hero, General John Stark, at the Battle of Bennington was of great historic import.

New Hampshire's motto, Live Free or Die, from a message that Stark sent to be read at an anniversary of that battle, expresses the continuing spirit that has fostered economic, social, and educational progress through the years.

Morey's successful Connecticut River steamboat preceded Fulton's by seventeen years. The world-famous Concord Coach was made here. The country's first public library was established at Peterborough. The first credit union in the United States was established at Manchester.

As the rest of the country was opening up in the 19th century, educators, inventors, scientists, industrialists, engineers, and lawyers from New Hampshire were among the leaders who helped build it. In the 1930's New Hampshire pioneered the popularity of skiing in America

New Hampshire's oldest educational institution is Dartmouth College, at Hanover, which was chartered in 1769 under a grant by King George III, and which occupies a high position among American colleges as one of the few remaining champions of a liberal arts education. The University of New Hampshire is observing its centennial during the 1965-66 academic year. The main campus at Durham has 5,400 students enrolled in four colleges--agriculture, liberal arts, technology, and business and economics--and a fast-growing graduate school. Two former teachers' colleges, at Keene and Plymouth, with a combined enrollment of 2,600 are now liberal arts colleges in the state university system. Among the other colleges and numerous secondary institutions the best known are St. Anselm's College at Manchester, New England College at Henniker, Colby Junior College at New London, Phillips-Exeter Academy at Exeter, and St. Paul's School at Concord.

Historical Spots

Daniel Webster Birthplace (Rte. 127 between Salisbury and Franklin) Partially restored building; boyhood home of eminent statesman with period furnishings, relics. Open May 30, October 15.

Dover Claimed to be the first permanent settlement in New Hampshire (1623 at Dover Point). Woodman Institute Museum, Dame Garrison House (1675). Hilton Park for picnics, fishing, and boating.

Durham Settled in 1635. Historic home of Maj. Gen. John Sullivan, Revolutionary War hero. Site of church where some of thepowder captured from the British in December 1774 was temporarily stored and allegedly later used at Bunker Hill. Site of University of New Hampshire.

Exeter Revolutionary capital of New Hampshire. See house where Society of the Cincinnati has its headquarters, also Garrison House (about 1650 and 1750). Phillips-Exeter Academy, incorporated 1781.

Franklin Pierce Homestead (Route 31 West of Hillsborough) Historic home of New Hampshire's only President. Built in 1804, contains period furniture, utensils, imported scenic wallpaper, stenciled walls. Completely restored to reflect the 1804-39 period; many early architectural features now exposed. Open May 30 to mid-October.

Mystery Hill (No. Salem off Route 111) Centuries-old man-made rock structures of undetermined origin--"megalithic buildings, carvings, sacrificial table, altars, wells, drainage, etc." Archeological excavations continuing since early 1930's. Guided tours daily in summer, weekends, spring and fall. Artifact display, picnicking.

New Castle Historic, picturesque island village east of Portsmouth at mouth of Piscataqua River; Fort William & Mary, scene of first armed conflict (Dec. 1774) of Revolutionary War. World-famous resort boating, fishing.

Portsmouth (Seacoast Region) Colonial capital of New Hampshire. Seven famous historic homes open to public, mid-June to mid-September. Birthplace of the U. S. Navy. Typical early American seaport community, with fascinating architecture and excellent seafood. See Straberry Banke, below.

State House, Concord Notable for architecture and landscaping. Hall of flags (N.H. troops), portraits and statues of Daniel Webster, other N.H. notables. Visitors' Center, (Governor's), exhibits and information service 8:30 to 5:00 Monday - Friday,(June through Labor Day 8:00-4:30, weekends and holidays 9:00-5:00).

Scenic Places

Castle in the Clouds Moultonborough, Rte. 171. 6,000 acres of natural beauty. Magnificent views of Lake Winnipesaukee and the White Mountains. Hiking trails. Local wildlife in natural settings.

Crawford Notch State Park (U.S. Rte. 302) Unique menagerie of native wildlife (free); native products shop, trails to Arethusa Falls, Silver Cascade, other attractions. May 30 to mid-October.

Franconia Notch (U.S. Rte. 3) Franconia Notch has the most famous natural stone profile in the world, the Old Man of the Mountains. Inspiration for Hawthorne's story, "The Great Stone Face," the Old Man is formed by five layers of granite ledges jutting out from the East brink of Profile Mt. The face itself is 40 feet from chin to forehead and towers 1,200 feet above Profile Lake. It is New Hampshire's trade mark. Also in the scenic notch is spectacular Flume Gorge and the Basin.

Lake Winnipesaukee (U.S. Rte 3, Rtes. 11, 25, 109, 28) Largest, best known N.H. lake with 72 square miles of water surface, 274 habitable islands. Scheduled sight-seeing trips, charter cruise and speedboat rides; launching sites, sailboat races, swimming, fishing, water-skiing.

Lost River Reservation (on Rte. 112, from U.S. Rte. 3 at N. Woodstock or U.S. Rte. 302 at Woodsville) Paradise Falls, Giant Pothole, other scenic features. Guided tour, fun for young and old.

Pinkham Notch, Rte. 16. Highway turnouts for mountain views; scenic Glen Ellis Falls (64 ft. drop); AMC Pinkham Notch Camp is headquarters for hikers.

Polar Caves (Rte. 25, 4 miles west of Plymouth). Boulder caverns.

Weeks State Park Lancaster (formerly Mt. Prospect). Mountain-top estate of John W. Weeks, a former Secretary of War under Presidents Harding and Coolidge. Scenic road, residence open, observation tower, picnicking, hiking trails, June-October. Completely renovated and containing a U. S. Forest Service museum with mementos of Mr. Weeks' career.

Mountain Rides

Cannon Mountain Aerial Passenger Tramway Franconia Notch--U.S. Rte. 3. Thrilling, mile-long sky ride to summit of Cannon Mountain. Runs May 30 to mid-October and ski season. Famous ski area.

Gunstock (at Belknap Area) off Rte. 11A, Gilford. New England's family playground summer and winter. Large recreation building, 25-meter pool, hiking, picnicking. 1¼ mile long double chair lift to top of Mt. Gunstock. Superb panoramic views.

Mt. Cranmore Skimobile North Conway, Rte. 16 & 302. Scenic ride to summit of Mt. Cranmore in colorful individual cars. Restaurant, snack bars, gift shops. Summer and winter. Famed family ski area with double chairlift and Pomalift.

Mt. Monadnock Toll Road from Rte. 124 west of Jaffrey Center to Halfway House site.

Mt. Sunapee State Park (off Rte. 103, Newbury) New 4-passenger gondolas climb 6,800 ft. to a 2,700 ft. summit for sweeping views. Picnicking, hiking, bathing beach on Lake Sunapee. Open May 30 to mid-October and ski season.

Mt. Washington Auto Road (from Rte. 16 above Pinkham Notch) Eight-mile toll road from Glen House to 6,288 ft. alpine summit. Bus service. Some types of automatic transmission (those which lack braking power) not recommended on road.

Mt. Washington Cog Railway (Paved road from U.S. Rte. 302 to Base Station, North of Crawford Notch) Three-mile climb behind quaint steam engines of famous, safe cog railroad to "the top of New England." Open from about May 30 to Columbus Day.

Mt. Whittier West Ossipee, near junction Rtes. 16 and 25. A 6,300 ft. ride by four-passenger gondola cars. May 15 - October 25.

Wilcat Mt. Gondola Lift (Rte. 16, Pinkham Notch, in White Mt. National Forest) Glass-enclosed 2-passenger gondolas, 6,800-ft. to summit. Open late May to mid-October. Ski area has T-bars, 11 miles of trails, 21 acres of open slopes.

Ocean Beaches

Hampton, North Hampton, Rye, Seabrook and Wallis Sands--all on Rte. 1A between the Massachusetts border and Portsmouth--offer superb salt water swimming on wide, sandy beaches with public parking areas. Hampton Beach, with a summer-long program of entertainment, casino, State bath houses, is one of most popular North Atlantic seacoast resorts. Little Boars Head (North Hampton) and Rye have fine summer homes, resort hostelries, oceanfront eating places, supervised beaches. Rye and Hampton Harbors provide sheltered anchorage for small craft; deep sea fishing trips. Area is famous for lobsters. Several State Parks, picnic areas.

Great and Little Bays are large tidewater bays flowing into the Piscataqua River west of Portsmouth. Park and picnic areas at Dover.

TRANSPORTATION TO AND FROM HANOVER*

Dartmouth College
Hanover, New Hampshire

Daylight Savings Time

Transportation Office
11 Parkhurst Hall
Telephone - 646-2679

LEBANON TO BOSTON

NE 303	Lv.	Lebanon	8:45 am
Ex. Su	Ar.	Boston	9:32 am
NE 229	Lv.	Lebanon	12:25 pm
Daily	Ar.	Boston	12:56 pm
NE 769	Lv.	Lebanon	4:20 pm
Sa only	Ar.	Boston	4:56 pm
NE 353	Lv.	Lebanon	5:00 pm
Daily	Ar.	Boston	5:47 pm
NE 275	Lv.	Lebanon	7:05 pm
Daily	Ar.	Boston	7:36 pm
NE 293	Lv.	Lebanon	9:10 pm
Ex. Sa	Ar.	Boston	9:41 pm

BOSTON TO LEBANON

NE 304	Lv.	Boston	7:05 am
Daily	Ar.	Lebanon	8:00 am
NE 228	Lv.	Boston	10:05 am
Daily	Ar.	Lebanon	10:42 am
NE 258	Lv.	Boston	10:20 am
Su only	Ar.	Lebanon	10:57 am
NE 274	Lv.	Boston	4:55 pm
Daily	Ar.	Lebanon	5:32 pm
NE 398	Lv.	Boston	7:25 pm
Ex. Sa	Ar.	Lebanon	8:20 pm

LEBANON TO NEW YORK

NE 305	Lv.	Lebanon	8:25 am
Daily	Ar.	LaGuardia	10:10 am
NE 265	Lv.	Lebanon	11:30 am
Daily	Ar.	Kennedy	1:05 pm
NE 267	Lv.	Lebanon	4:25 pm
Ex. Sa	Ar.	Kennedy	5:50 pm

NEW YORK TO LEBANON

NE 264	Lv.	LaGuardia	9:25 am
Exc. Su	Ar.	Lebanon	10:53 am
NE 266	Lv.	Kennedy	2:00 pm
Daily	Ar.	Lebanon	3:28 pm
NE 352	Lv.	LaGuardia	2:35 pm
Ex.Sa Su	Ar.	Lebanon	4:42 pm

Schedule Subject to Change Without Notice

*Hanover is Served by:

West Lebanon Regional Airport - Northeast Airlines	298-8761
White River Junction - Vermont Transit Bus Lines	295-7801
White River Junction - Central Vermont Railway	295-3477

NEW YORK TO LEBANON (Con't)

NE 358	Lv.	LaGuardia	2:55 pm
Sa & Su	Ar.	Lebanon	4:42 pm
NE 780	Lv.	Kennedy	6:55 pm
Ex. Sa	Ar.	Lebanon	8:43 pm

BUS

WHITE RIVER TO BOSTON

2:30 am	6:00 am	Daily
7:30 am	11:00 am	Ex. Su
9:30 am	12:30 pm	Daily
12:40 pm	3:40 pm	Fr Sa Su
2:35 pm	5:20 pm	Daily Express
3:15 pm	6:15 pm	Daily
3:15 pm	6:00 pm	Fr & Su only
7:05 pm	10:45 pm	Daily
7:05 pm	9:50 pm	Express - Su only
8:15 pm	12:25 am	Ex. Sa

BOSTON TO WHITE RIVER

1:00 am	4:30 am	Daily
8:00 am	11:35 am	Daily
1:30 pm	4:15 pm	Express Daily
1:30 pm	4:30 pm	Daily
5:45 pm	8:30 pm	Fr only Express
6:00 pm	9:40 pm	Daily Ex. Sa
6:45 pm	9:45 pm	Fr Sa Su
7:00 pm	9:45 pm	Ex. Sa
10:45 pm	1:30 am	Su only
11:30 pm	2:30 am	Sa only

WHITE RIVER TO NEW YORK

6:15 am	1:50 pm	Daily
9:30 am	6:15 pm	Daily
10:30 am	5:00 pm	Fr Sa Su Mo
3:35 pm	11:10 pm	Daily
3:35 pm	10:00 pm	Su only
8:15 pm	3:35 am	Daily

NEW YORK TO WHITE RIVER - via Springfield

12:30 am	8:35 am	Daily
8:30 am	4:15 pm	Daily
1:30 p.	9:40 pm	Daily
1:30 pm	8:00 pm	Fr Sa Su Mo Exp
3:30 pm	11:40 pm	Daily
6:30 pm	1:45 am	Su only

WHITE RIVER TO NEW YORK via Albany

Lv. WRJ	Ar. Alb	Lv. Alb	Ar. NY
11:40 am	4:10 pm	4:30 pm	7:15 pm
4:30 pm	8:35 pm	9:00 pm	11:45 pm
Lv. NY	Ar. Alb	Lv. Alb	Ar. WRJ
6:00 am	8:45 am	9:00 am	2:25 pm
11:00 am	1:45 pm	2:15 pm	7:05 pm

TRAIN

WHITE RIVER TO NEW YORK		NEW YORK TO WHITE RIVER	
1:25 am	8:10 am - Penn Station	9:20 am - Grand Central	4:00 pm
4:15 pm	11:20 pm - Grand Central	8:35 pm - Penn Station	3:55 am

TRANSPORTATION - MONTREAL

AIR

No Direct Service

BUS

WHITE RIVER TO MONTREAL			MONTREAL TO WHITE RIVER		
4:45 am	11:15 am	Daily	12:45 am	9:25 am	Daily
11:40 pm	5:45 pm	Daily	8:15 am	2:50 pm	Daily
4:35 pm	10:45 pm	Daily	12:15 pm	7:05 pm	Daily
9:45 pm	5:00 am	Daily	8:15 pm	2:10 am	Daily

TRAIN

WHITE RIVER TO MONTREAL			MONTREAL TO WHITE RIVER		
4:15 pm	8:45 pm	Daily	10:50 am	3:35 pm	Daily
4:10 am	8:55 am	Daily Cch & Plmn	8:35 pm	1:01 am	Daily Cch & Plmn

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BUS TERMINALS

White River Junction - 34 North Main Street	295-7801
Boston - Greyhound Terminal - 10 St. James Avenue	423-5810
New York - Port Authority Terminal - 41st St & 8th Ave.	594-2000

TRANSPORTATION OFFICER - Gordon V. DeWitt - 643-2979
Miss Ruth Robinson - 298-8692 Mrs. Jean McCarthy - 643-4184

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Process, Knowledge, and the English Program (D.2)

Language as an Intellectual Study (D.3)

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BIOGRAPHICAL SUMMARIES

Participants and Staff

NAME	DAVID ABERCROMBIE, Head, Phonetics Department, Edinburgh University, Scotland
EDUCATION	B.A. (Honors in English), University of Leeds
MAJOR FIELDS OF ACADEMIC INTEREST	Teaching pronunciation; history of phonetics; problems of notation; English verse structure; pronunciation of English in Scotland
PUBLICATIONS	Isaac Pitman: A Pioneer in the Scientific Study of Language (1937) Problems and Principles in Language Study (1956) Studies in Phonetics and Linguistics (1965)
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Council of the Philological Society Council of the International Phonetic Association

NAME	ANTHONY LLOYD EVAN ADAMS, Head, English Department, Churchfields Comprehensive School
EDUCATION	M.A. (1st Class Honours), Cambridge University
MAJOR FIELDS OF ACADEMIC INTEREST	Modern literature; history of criticism; theory of English teaching practice
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Executive Committee, NATE

Biographies

NAME	GEORGE CAMERON ALLEN, Professor of Education, University of Sussex
EDUCATION	M.A., Oxford (Trinity College)
MAJOR FIELDS OF ACADEMIC INTEREST	Education; English; educational and cultural interchange
PUBLICATIONS	Translations from the Greek Railways Poems (in Atlantic Monthly, New Yorker, etc.)
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Founder and member, NATE Council of NATE Former Inspector of Schools, Department of Education and Science Cultural Advisor to the United Kingdom High Commissioner in Germany

NAME	J. JEFFERY AUER, Chairman and Professor, Department of Speech and Theatre, Indiana University
EDUCATION	A.B., Wabash College M.A., University of Wisconsin Ph.D., University of Wisconsin
MAJOR FIELDS OF ACADEMIC INTEREST	Rhetoric and public address; psychology of communication; speech skills; speech education
PUBLICATIONS	Discussion and Debate (Coauthor, 1951) Handbook for Discussion Leaders (Coauthor, 1954) Essentials of Parliamentary Procedure (1959) Introduction to Research in Speech (1959) Psychology of Communication (Coauthor, 1963) Antislavery and Disunion, 1858-1861: Studies in the Rhetoric of Compromise and Conflict (Editor, 1963)
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Speech Association of America: Editor, Speech Monographs, 1954-1956; Contributing Editor, 1956-to date; Executive Vice President, 1958-1960; President, 1965; Chairman, Self-Study "Status of the Profession" Committee; Member of Administrative Council

Biographies

NAME	DOUGLAS BARNES, Head of English Department, Minchenden Schools. Beginning in September Lecturer in Education, Leeds University, Institute of Education
EDUCATION	M.A., Cambridge University
MAJOR FIELD OF ACADEMIC INTEREST	Classroom methods in the teaching of English, especially the role of poetry
PUBLICATIONS	Twentieth Century Short Stories (Coeditor) Short Stories of Our Time (Editor) "Biggles and the Adult World" in Young Writers, Young Readers
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Vice Chairman, NATE English Committee, Schools Council for the Curriculum and Examinations

NAME	WAYNE C. BOOTH, Dean of the College and George M. Pullman Professor of English, University of Chicago
EDUCATION	B.A., Brigham Young University M.A., University of Chicago Ph.D., University of Chicago
MAJOR FIELDS OF ACADEMIC INTEREST	"The Self-Conscious Narrater in Comic Fiction Before Tristram Shandy," PMLA, LXVII (1952) The Rhetoric of Fiction
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Editorial Board, CCC Bulletin Commission on Literature, NCTE

Biographies

NAME	JAMES NIMMO BRITTON, Reader in Education and Head of the English Department, University of London Institute of Education
EDUCATION	B.A., University of London M.A., University of London
MAJOR FIELDS OF ACADEMIC INTEREST	Education, especially the teaching of English as the mother tongue; psycholinguistics; the application of statistical methods of analysis to literary judgments
PUBLICATIONS	The Oxford Books of Verse for Juniors (1957-1959) Young Writers, Young Readers (Contributor, 1960) The Arts in Education (Editor and Contributor, 1963) The Oxford Books of Stories for Juniors (1964-66) English Teaching in South Africa (Contributor, 1964) Multiple Marking of English Compositions (1966) Talking and Writing (Editor and Contributor, 1967)
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Member of Schools Council Consultative Committee on Communications Higher Education Representative on Schools Council English Committee; Chairman, Secondary Sub-Committee Director, Schools Council Research Project into development of writing ability in children, 11-18 Steering Committee, Nuffield language Project Education Section of the British Psychological Scoiety Council of University of London Institute of Education Council of East Anglican Regional Examinations Board Council of NATE Founder Officer, London Association for the Teaching of English English Representative, International Committee on Literature, UNESCO Project for the Evaluation of Educational Achievement

Biographies

NAME	DWIGHT L. BURTON, Professor of English and Education, and Head, Department of English Education, Florida State University
EDUCATION	B.A., University of Minnesota M.A., University of Minnesota Ph.D., University of Minnesota
MAJOR FIELDS OF ACADEMIC INTEREST	Teacher education in English; teaching of English in the secondary schools; research in student responses to literature; research in the teaching of English
PUBLICATIONS	English Education Today (Editor, 1963) Literature Study in the High Schools (1964) Teaching English in Today's High Schools (Coeditor)
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Editor, The English Journal, 1955-64 Chairman, Conference on English Education, 1964-66 Chairman, Committee on Research, NCTE, 1963-65 Second Vice President and Program Chairman, NCTE, 1965-66

NAME	FREDERIC G. CASSIDY, Professor of English, University of Wisconsin
EDUCATION	B.A., Oberlin College M.A., Oberlin College Ph.D., University of Michigan
MAJOR FIELDS OF ACADEMIC INTEREST	Old English Literature; the English Language; English dialectology and linguistic geography; English lexicography
PUBLICATIONS	The Place Names of Dane County, Wisconsin (1947) A Method for Collecting Dialect (1953) Jamaica Talk (1961) Dictionary of Jamaican English (1966)
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	American Dialect Society: Custodian of Collections; President (1957-59); Editor, Dictionary of American Regional English

Biographies

NAME	BERNICE MARKS CHRISTENSON, Curriculum Supervisor-Elementary English, Los Angeles City Schools
EDUCATION	A.A., Stephens College B.S., George Pepperdine College M.S., University of Southern California
MAJOR FIELDS OF ACADEMIC INTEREST	Supervision and curriculum development in the public school; teacher-training and inservice education; development of reading skills
PUBLICATIONS	Pre-Reading Materials, Kits A and B, (Coauthor, 1965) Social Studies in Elementary Schools (Contributor) Skills and Processes in the Social Studies (Contributor)
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Pi Lamba Theta Delta Kappa Gamma, International: served as President of local chapter, Gamma Upsilon Region VII Coordinator California State Central Social Studies Committee Advisory Committee for the Development for Framework for English for the State of California Chairman, NCTE Committee to Develop Dialect Recordings for Elementary Schools in all English-Speaking Countries NCTE Task Force on English Programs for the Culturally Disadvantaged, 1965
NAME	JOHN DIXON, Senior Lecturer, Bretton Hall College of Education
EDUCATION	B.A., Oxford
MAJOR FIELDS OF ACADEMIC INTEREST	Creative English for students ages 11-18; assessment of English; studies of the environment
PUBLICATIONS	Reflections (Coauthor) Criteria of Success in English
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Schools Council English Committee Executive Committee, NATE

Biographies

NAME	BENJAMIN DEMOTT, Professor of English and Chairman of English Department, Amherst College
EDUCATION	A.B., George Washington University Ph.D., Harvard University
MAJOR FIELDS OF ACADEMIC INTEREST	American history and literature; Shakespeare; popular culture
PUBLICATIONS	The Body's Cage (1959) Hells and Benefits, Essays (1962) You Don't Say, Studies of Modern American Inhibitions (1966)
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Board of Editors, College English Carnegie Commission on Educational Television Consultant to Guggenheim Foundation

NAME	WALLACE W. DOUGLAS, Professor of English and Education, Director of English Curriculum Study Center, Northwestern University
EDUCATION	A.B., Colgate M.A., Chicago Ph.D., Harvard University
MAJOR FIELDS OF ACADEMIC INTEREST	Literary criticism; teaching of composition
PUBLICATIONS	The Critical Reader (Coeditor, 1949) The Character of Prose (1959) "Planning from the Probabilities: What Teachers Know or Believe" in Source Book on English Institutes for Elementary Teachers (MLA-NCTE, 1965) "Composition and the Editorial Process" in Reflection on High School English (Ed. Gary Tate, 1966)
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	English Materials Center Committee, MLA Advisory Committee (Composition), NCTE Assistant Chairman, CCCC (1966-1967)

Biographies

NAME	ARTHUR M. EASTMAN, Professor of English, University of Michigan
EDUCATION	B.A., Oberlin M.A., Yale University Ph.D., Yale University
MAJOR FIELDS OF ACADEMIC INTEREST	Undergraduate teaching; Shakespeare; 18th century
PUBLICATIONS	Masterpieces of the Drama (Coeditor, 1957, 1966) Shakespeare's Critics (Coeditor, 1964) The Norton Reader (General Editor, 1965)
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Vice Chairman, Michigan College English Association, 1956 Chairman, Language and Literature Section, Michigan Academy of Science, Arts, and Letters, 1961-62

NAME	JOHN HURT FISHER, Executive Secretary, MLA, and Professor of English, New York University
EDUCATION	A.B., Maryville A.M., University of Pennsylvania Ph.D., University of Pennsylvania
MAJOR FIELDS OF ACADEMIC INTEREST	Medieval literature; the English language
PUBLICATIONS	John Gower: Moral Philosopher and Friend of Chaucer (1964) The Medieval Literature of Western Europe: A Review of Research (Editor, in progress) "The Progress of Research in Midieval English Literature in the United States of America," Acta of the Sixth Triennial Conference of the IAUPE (in progress) "The Humanities in an Age of Science," Journal of General Education (in progress)
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Executive Secretary, MLA United States National Commission to UNESCO Chairman, Conference of Secretaries of the American Council of Learned Societies Assistant Secretary, MLA (1949-51) Treasurer, MLA (1952-55)

Biographies

NAME	BORIS FORD, Dean of the School of Educational Studies, University of Sussex
EDUCATION	M.A., Cambridge
MAJOR FIELDS OF ACADEMIC INTEREST	Education and mass culture; the structure of higher education; change and innovation; comprehensive schooling; the dynamics of policy making; the writer and his public; the child as reader and writer; continuity in English education
PUBLICATIONS	The Pelican Guide to English Literature, Vol. 1-7 (Editor) Young Readers Young Writers (Editor)
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	First Chairman, NATE Former Chief Editor and Director, the Bureau of Currnnt Affairs Education Secretary, Cambridge University Press First Head, Schools Broadcasts, Associated-Rediffusion

NAME	W. NELSON FRANCIS, Professor of Linguistics and English, Brown University
EDUCATION	B.A., Harvard University M.A., University of Pennsylvania Ph.D., University of Pennsylvania
MAJOR FIELDS OF ACADEMIC INTEREST	Linguistics and language teaching; history of the English language; English curriculum
PUBLICATIONS	The Structure of American English (1958) "Structural Linguistics and the Teaching of English" (pamphlet, 1961) The History of English (1963) The English Language (1965)
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Trustee, NCTE Research Foundation Editorial Board, NCTE

Biographies

NAME	ALFRED H. GROMMON, Professor of Education and English, Stanford University
EDUCATION	A.B., Cornell University M.A., Cornell University Ph.D., Cornell University
MAJOR FIELDS OF ACADEMIC INTEREST	American literature; Emerson, Thoreau, American novelists and playwrights; the preparation of teachers of English for secondary schools and junior colleges
PUBLICATIONS	The Education of Teachers of English for American Schools and Colleges (General editor and Contributor) Consulting and contributing editor for anthologies of literature for junior and senior high schools Articles in English Journal, College English, and other major journals
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Past President, California Council of English Associations and of the College English Association of the San Francisco Bay Area Formerly an Associate Director, NCTE Commission on the English Curriculum Advisory Board, English Teacher Preparation Study Former Vice Chairman, Conference on English Education Former Member, NCTE Advisory Council Nominee for President-Elect, NCTE

NAME	DENNYS W. HARDING, Professor of Psychology, University of London
EDUCATION	M.A., Cambridge University
MAJOR FIELDS OF ACADEMIC INTEREST	Psychological esthetics (mainly literature); social psychology; literary criticism
PUBLICATIONS	The Quest of Reality (Translation, 1936) Complete Works of Isaac Rosenberg (Coeditor, 1937) The Impulse to Dominate (1941) Social Psychology and Individual Values (1953) Experience into Words (1963)
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Honorary General Secretary, British Psychological Society, 1944-48 Editor, British Journal of Psychology, 1948-54 Editorial Board, Scrutiny, 1933-47

NAME	BARBARA HARDY, Professor of English Language & Literature and Head of the Department, Royal Holloway College, University of London
EDUCATION	B.A., University of London M.A., University of London
MAJOR FIELD OF ACADEMIC INTEREST	The 19th and 20th century novel
PUBLICATIONS	The Novels of George Eliot. A Study in Form (1959) The Appropriate Form. An Essay on the Novel (1964) Articles on the Victorian and the modern novel, romantic criticism, and modern poety
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Director, University of London Summer School in Victorian Literature (1966)

NAME	DAVID HOLBROOK, Author
EDUCATION	M.A., Cambridge
MAJOR FIELDS OF ACADEMIC INTEREST	Creative writing; English teaching, especially of disadvantaged and average adolescents; the preparation of teachers of English; literary criticism, especially relation of metaphor, symbolism, and phantasy to personality development
PUBLICATIONS	Imaginary (1961) English for Maturity (1961) Dylan Thomas and Poetric Dissociation (1962) English for the Rejected (1964) The Secret Places (1964) The Quest for Love (1965) Flesh Wounds (1966) Object Relations (1966) The Exploring Word (1967) The Stripling Pen (1967)
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Editor, The Use of English Quarterly Secretary, Cambridge Use of English group (1954-66)

Biographies

NAME	ARTHUR E. JENSEN, Professor of English, Dartmouth College
EDUCATION	A.B., Brown University A.M., Brown University A.M., (Honorary) Dartmouth College Litt.D., (Honorary) Long Island University Ph.D., University of Edinburgh
MAJOR	English literature of the 19th century; administration
PUBLICATIONS	Articles in professional journals
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Chairman, Committee on College and School Relations, New England Association of Colleges and Secondary Schools Commission on English, CEEB Chairman, Committee on Examinations, CEEB, (1958-61) Trustee, CEEB, 1959-62

NAME	ESMOR A. R. JONES, Honorary Secretary, NATE, and Head of English Department, Ashmead School
EDUCATION	M.A., Cambridge
MAJOR FIELD OF ACADEMIC INTEREST	Teaching of English
PUBLICATIONS	Examining English - A Survey of the General Certificate at Ordinary Levels Articles in Use of English, NATE Bulletin, and Teachers World

Biographies

NAME	ALBERT R. KITZHABER, Professor of English, University of Oregon
EDUCATION	B.A., Coe College M.A., Washington State College Ph.D., University of Michigan
MAJOR FIELD OF ACADEMIC INTEREST	Rhetoric; curriculum reform; freshman English
PUBLICATIONS	A Bibliography on Rhetoric in American Colleges, 1850-1900 (1954) Education for College: Improving the High School Curriculum (Coeditor, 1961) Themes, Theories, and Therapy: The Teaching of Writing in College (1963) Articles on freshman English, curriculum improvement, and general educational matters.
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	President, NCTE, 1964 Chairman, CCCC, 1959 English Program Advisory Committee, MLA
NAME	ROBERT J. LACAMPAGNE, Director of Special Projects and Achievement Awards, NCTE
EDUCATION	B.A., University of the Pacific M.A., University of the Pacific Doctoral candidate, University of Illinois
MAJOR FIELD OF ACADEMIC INTEREST	English for the disadvantaged student; English curriculum on the secondary school level; secondary school department organization; psychology of learning
PUBLICATIONS	Language Programs for the Disadvantaged (Coeditor, 1965) High School English Departments: Their Organization, Administration, and Supervision (Editor, 1965) From Thoughts to Words (Special Editor, 1965) "Techniques and Media for Overcoming Language Handicaps," Audio-visual Instruction, September 1965 (Coauthor)
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Visitation Team, National Study of High School English Programs, 1964 NCTE Task Force on English Programs for the Culturally Disadvantaged, 1965 NCTE Committee on Convention Study Groups; Committee on Elementary and Secondary Programs in English (AASA-NCTE); Committee on Achievement Awards; Committee on Public and Professional Relations

Biographies

NAME	ALBERT L. LAVIN, Supervisor of English, and Teacher of Advanced Placement English and Humanities, Tamalpais High School District
EDUCATION	B.A., University of San Francisco Graduate Studies in English at University of California, San Francisco State College, and Dominican College
MAJOR FIELD OF ACADEMIC INTEREST	Literary criticism; philosophy; rhetoric
PUBLICATIONS	Writing: Unit Lessons in Composition, Books I, III, and Foundations Book "The Student as Critic," The School Library Magazine (NCTE) Readings for a new Rhetoric (Editor, in progress)
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Committee on the Literary Magazine, NCTE Planning Committee, Asilomar and CATE

NAME	EVAN GLYN LEWIS, H.M. Staff Inspector, Department of Education and Science, London
EDUCATION	M.A., University of Wales
MAJOR FIELD OF ACADEMIC INTEREST	Linguistics; psychology of language; teaching of English as a second language; bilingual education
PUBLICATIONS	Multilingualism in Africa (Editor, 1961) Bilingualism in Education (UNESCO U. K. Commission) Articles in Modern Language Review, Review of English Studies and other journals
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Former Chairman, University of Wales Graduate Philosophical Association

Biographies

NAME	WALTER LOBAN, Associate Professor of Education, University of California at Berkeley
EDUCATION	M.A., University of Chicago Ph.D., University of Minnesota
MAJOR FIELD OF ACADEMIC INTEREST	Teaching of English; linguistics; literary criticism
PUBLICATIONS	Literature and Social Sensitivity, (1954) The Teaching of Language and Literature, (Coauthor, 1961) The Language of Elementary School Children, (1963) Problems in Oral English, (1966)

NAME	D. D. MACKAY, Nuffield Research Fellow, University College, London
MAJOR FIELD OF ACADEMIC INTEREST	Primary education; the teaching and acquisition of literacy; language learning and its relationship to creativity
PUBLICATIONS	Programme in Literacy Teaching Anthology of poems for children of 9-14 (in preparation) "The Teaching of Poetry" (in forthcoming LATE book)
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Main and Primary Committees, London Association of Teachers of English

Biographies

NAME	ALBERT H. MARCHWARDT, Professor of English and Linguistics, Princeton University
EDUCATION	A.B., University of Michigan M.A., University of Michigan Ph.D., University of Michigan
MAJOR FIELD OF ACADEMIC INTEREST	History and structure of the English language; dialect geography; American English; application of linguistics to teaching English as a native language, as a foreign language, and to the teaching of foreign languages
PUBLICATIONS	Facts About Current English Usage (Coauthor) Scribner Handbook of English Introduction to the English Language American English A Common Language (Coauthor)
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	First Vice President and President-elect, NCTE President, Linguistic Society of America, 1962 President, American Dialect Society, 1962-64 Chairman, Advisory Panel on English Teaching, U.S.I.A. Vice Chairman, Board of Directors, American Council of Learned Societies, 1961-64
NAME	JAMES E. MILLER, JR., Professor of English, University of Chicago
EDUCATION	B.A., University of Oklahoma M.A., University of Chicago Ph.D., University of Chicago
MAJOR FIELD OF ACADEMIC INTEREST	American literature
PUBLICATIONS	Text series: Dimensions of Poetry; Dimensions of the Short Story (Coeditor) Myth and Method: Modern Theories of Fiction (1960) Start with the Sun: Studies in Cosmic Poetry (Coeditor, 1960) Reader's Guide to Herman Melville (1962) Walt Whitman (1963) Start with the Sun: Studies in the Whitman Tradition (Coeditor, 1963)
OFFICES AND WORD IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Editor, College English, (1960-1966) Director, Commission on Literature, NCTE

Biographies

NAME — JAMES P. MOFFETT, Research Associate in English, Harvard Graduate School of Education

EDUCATION
A.B., Harvard University
A.M., Harvard University

MAJOR FIELD OF ACADEMIC INTEREST — Language curriculum; psycholinguistics; dramatic and fictional technique; developmental psychology

PUBLICATIONS
"The Suicides of Private Greaves," New World Writing, 1956
"The Man Behind," New World Writing, 1956
"The Second Person," Impulse, 1962
"Telling Stories: Methods of Abstraction on Fiction," ETC. Dec. 1964
"I, You, and It," College Composition and Communication, Dec. 1965
Points of View: An Anthology of Short Stories (Coeditor, 1966)
"A Structural Curriculum in English," Harvard Educational Review, Winter, 1966

NAME — HERBERT J. MULLER, Distinguished Service Professor of English and Government, Indiana University

EDUCATION
A.B., Cornell University
A.M., Cornell University
Ph.D., Cornell University

MAJOR FIELD OF ACADEMIC INTEREST — World history; modern literature; intellectual and cultural history; tragedy

PUBLICATIONS
The Uses of the Past (1954)
Spirit of Tragedy (1956)
The Loom of History (1950)
Issues of Freedom (1960)
Freedom in the Ancient World (1961)
Freedom in the Western World (1963)

Biographies

NAME	CHARLES MUSCATINE, Professor of English, University of California, Berkeley
EDUCATION	B.A., Yale University M.A., Yale University Ph.D., Yale University
MAJOR FIELD OF ACADEMIC INTEREST	Medieval Literature and culture; literary criticism (stylistics)
PUBLICATIONS	"Form, Texture, and Meaning in Chaucer's Knight's Tale," PMLA, 64 (1950) Chaucer and the French Tradition: A Study in Style and Meaning (1957) The Book of Geoffrey Chaucer (1963) "The Impact of Technology on Teaching: The Case for Teachers," in Proceedings of the University of California Nineteenth All-University Faculty Conference (1964) "Chaucer in an Age of Criticism," Modern Language Quarterly, 25 (1964) The Borzoi College Reader, (Coeditor, 1966) Education at Berkeley: Report of the Select Committee on Education (Editor, 1966)

NAME	PAUL A. OLSON, Professor of English, Nebraska University
EDUCATION	Ph.D., Princeton University
MAJOR FIELD OF ACADEMIC INTEREST	Medieval inconology and genre theory; Chaucer; modern British psychology and the investigations; curricular development and scholarship
PUBLICATIONS	Editor, Regents Critics Series The Arts of Language A Curriculum for English Articles on Shakespeare, Vaughan, Gothic architecture, medieval exegesis, Provencal romance, Chaucer, transformational grammar, Ezra Pound, symbolism, and the teaching of literature
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Chairman, Curriculum Committee of the Nebraska Council of Teachers of English

Biographies

NAME	WAYNE A. O'NEIL, Associate Professor of Education and Linguistics, Harvard University
EDUCATION	B.A., University of Wisconsin M.A., University of Wisconsin A.M., (Honorary) Harvard University Ph.D., University of Wisconsin
MAJOR FIELD OF ACADEMIC INTEREST	General linguistics; linguistics in school curricula; history of English; Scandinavian English; psycholinguistics
PUBLICATIONS	Kernals and Transformations (1965) "Faroese Vowel Morphophonemics," Language, 41 (1965) "Transformational Dialectology " (in progress)
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Commission on the English Language, NCTE

NAME	WILLIAM WALLACE ROBSON, Fellow of Lincoln College, University of Oxford
EDUCATION	M.A., Oxford University
MAJOR FIELDS OF ACADEMIC INTEREST	Nineteenth and twentieth century literature; critical theory
PUBLICATIONS	Critical Essays (1966) Various articles and reviews

Biographies

NAME	Mrs. CONNIE ROSEN, Lecturer in Education, Goldsmiths College, University of London
EDUCATION	Teacher's Certificate, Gaddesden College Associate of the College of Preceptors
MAJOR FIELD OF ACADEMIC INTEREST	Primary education, in particular the teaching of English
Publications	Articles in Use of English, Froebel Bulletin Chapter in English versus Examinations
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Committee Member, London Association for Teaching of English Primary Committee, NATE Primary Bulletin, NATE

NAME	MICHAEL F. SHUGRUE, Assistant Secretary for English, MLA
EDUCATION	A.B., University of Nebraska M.A., Duke University Ph.D., Duke University
MAJOR FIELD OF ACADEMIC INTEREST	The teaching of English in the secondary school; teaching of composition; eighteenth century British literature
PUBLICATIONS	The Recruiting Officer (Editor) La Vie de Marianne (Editor) "New Research in the Teaching of English," PMLA Promising Practices in the Teaching of English (Editor) Classroom Practices in Teaching English (Editor) New English (1966)
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Assistant Secretary for English, MLA Director, EIMC Coordinator, Association of Departments of English Associate Director, NDEA Institute in English, University of Illinois, Summer 1965

Biographies

NAME	J. M. SINCLAIR, Professor of Modern English Language, The University of Birmingham
EDUCATION	M.A., University of Edinburgh
MAJOR FIELD OF ACADEMIC INTEREST	English linguistics and stylistics; general linguistics

NAME	JAMES R. SQUIRE, Executive Secretary, NCTE, and Professor of English, University of Illinois
EDUCATION	B.A., Pomona College M.A., University of California at Berkeley Ph.D., University of California at Berkeley
PUBLICATIONS	Teaching the English Language Arts in California Secondary Schools (Coauthor, 1957) Practices in the Teaching of Composition in California High School (Coauthor, 1958) Survival (Editor, 1960) The Teaching of Language and Literature (Coauthor, 1961) The National Interest and the Continuing Education of Teachers of English (Coauthor, 1964) The Responses of Adolescents to Four Short Stories (1964) A Common Purpose (Editor, 1966) Greek Myths and Legends (Editor, 1966)
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Chairman, Curriculum Study Commission, Central California Council of Teachers of English, 1955-58 Chairman, Editorial Board of California Association for Supervision and Curriculum Development, 1958-59 Commission on English, CEEB Advisory Panel, Project English, U.S.O.E. Director, National Study of High School English Programs

Biographies

NAME	Mrs. BARBARA M. H. STRANG, Professor of English Language and General Linguistics, University of Newcastle upon Tyne
EDUCATION	M.A., University of London
MAJOR FIELD OF ACADEMIC INTEREST	Structure and history of English; general linguistics; 17th and 18th century English; urban dialects
PUBLICATIONS	Modern English Structure (1962) "Theory and Practice in Morpheme Identification," Proceedings of the IXth International Congress of linguistics (1964) "Aspects of S-V Concord in English," Proceedings of the VIth IAUPE Congress (in progress) Numerous other articles on linguistics theory
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Former Associate Secretary and Honorary Secretary of the Linguistics Association Council of the Philological Society Schools Council English Subject Committee and its Examinations Sub-Committee

NAME	GEOFFREY SUMMERFIELD, Lecturer in Education, University of York
EDUCATION	B.A., University of London
MAJOR FIELDS OF ACADEMIC INTEREST	The teaching of English in primary and secondary schools; educational values, especially intellect and creativity; preparation of a definitive edition of the poetry of John Clare
PUBLICATIONS	The Later Poems of John Clare (1964) John Clare: The Shepherd's Calendar (1964) Martin's Life of Clare (1964) Topics in English for the Secondary Schools (1965) Selected Poetry and Prose of John Clare (1966) Articles in Use of English, Review of English Studies and other journals

Biographies

NAME	DENYS H. THOMPSON, Editor, The Use of English
EDUCATION	M.A., (Second Class Honours), St. John's College, Cambridge
MAJOR FIELD OF ACADEMIC INTEREST	Teaching of English to ages 11-19; teaching of literature
PUBLICATIONS	Culture and Environment (Coauthor) Reading and Discrimination Voice of Civilization Discrimination and Popular Culture (Editor) Between the Lines (in progress)
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Vice Chairman, NATE, 1965-66 Former Editor, Scrutiny Chairman, F. R. Levis Lectureship Trust

NAME	FRANK WHITEHEAD, Senior Lecturer in English University of Sheffield Institute of Education
EDUCATION	B.A. (Honours), Cambridge University M.A., Cambridge University M.A., University of London
MAJOR FIELD OF ACADEMIC INTEREST	The teaching of English in secondary schools; the poetry of George Crabbe and his contemporaries; advertising and its influence on comtemporary culture; children's reading; the influence of examinations
PUBLICATIONS	Selections from the Poetry of George Crabbe (1955) "The Attitudes of Grammar School Pupils towards some Novels Commonly Read in School," British Journal of Educational Psychology, 26, 1956 "George Crabbe" in From Blake to Byron (1957) "Advertising" in Discrimination and Popular Culture (1964) The Disappearing Dais: A Study of the Principles and Practices of English Teaching (1966)
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Honorary Chairman, NATE (1965-67)

NAME	REED WHITTEMORE, Professor of English, Carleton College
EDUCATION	B.A., Yale University
MAJOR FIELD OF ACADEMIC INTEREST	Modern literatures; the teaching of writing
PUBLICATIONS	Heroes & Heroines (1946) An American Takes A Walk (1956) The Self-Made Man (1959) The Boy From Iowa (1962) The Fascination of the Abomination (1963)
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Honorary Consultant in American Letters, Library of Congress Committee on English Literature and the Arts Award Committee, Christian Gauss Award (by Phi Beta Kappa)

NAME	MIRIAM E. WILT, Professor of Early Childhood and Elementary Education, Temple University
EDUCATION	B.S., Pennsylvania State University M.Ed., Pennsylvania State University Ed.D., Pennsylvania State University
MAJOR FIELD OF ACADEMIC INTEREST	Elementary English
PUBLICATIONS	Creativity in the Elementary School Using the Implications of Linguistics to Improve the Teaching of the English Language Arts in the Elementary School "Teaching Listening," Children in the Language Arts "Organizing for Language Learning," The National Elementary Principal, Nov. 1965

BIOGRAPHICAL SUMMARIES

Consultants and Observers

NAME	BASIL BERNARD BERNSTEIN, Reader in the Sociology of Education, University of London Institute of Education, Malet Street, London
EDUCATION	B.S., London School of Economics Ph.D., University of London
MAJOR FIELDS OF ACADEMIC INTEREST	Socio-linguistics; the sociology of education
PUBLICATIONS	"A Public Language: Some Sociological Implications of a Linguistic Form," British Journal of Sociology, X, 1959 "Language and Social Class," British Journal of Sociology, XI, 1960 "Social Class and Linguistic Development: a Theory of Social Learning," in Education, Economy and Society (1961) "Social Structure, Language and Learning," Educational Research, III, 1961 "Aspects of Language and Learning in the Genesis of the Social Process," in Language in Culture and Society (1965) "Social Class, Linguistic Codes and Grammatical Elements," Language and Speech, V, 1962 "Ritual in Education," in Symposium on Ritual (1966) "Sources on Consensus and Disaffection in Education," in the Journal of the Association of Assistant Mistresses in Secondary Schools
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Referee, Social Science Research Council Referee, Ford Foundation Associate Editor, Sociology Associate Editor, Sociology of Education

Biographies

NAME	PETER J. CAWS, Chairman, Department of Philosophy, Hunter College of the City University of New York
EDUCATION	B.S., University of London Ph.D., Yale University
PUBLICATIONS	The Philosophy of Science; A Systematic Account (1965) Articles in professional journals
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Executive Associate, Carnegie Corporation of New York (1962-65) Consultant, Carnegie Corporation of New York Vice President-elect, Society for General Systems Research

NAME	RICHARD CORBIN, Chairman, English Department, Hunter College High School
EDUCATION	B.A., Colgate M.A., Columbia University
MAJOR FIELDS OF ACADEMIC INTEREST	Poetry; composition; the teaching of English
PUBLICATIONS	Guide to Modern English Series (Coauthor) Practice in Modern English The Junior Research Paper The Teaching of Writing in Our Schools
OFFICES AND WORK IN SCHOLARLY OR PROFESSIONAL	Former Chairman, Secondary Section, NCTE Chairman, Committee on Reading and Study of Poetry, NCTE Chairman, Committee on the Use of the School Library, NCTE President, NCTE, 1964-1965 Former Advisory Editor, Literary Cavalcade Special Advisory Editor on Usage, Thorndike-Barnhart High School Dictionary Executive Committee, NCTE

Biographies

NAME	MURIEL CROSBY, Assistant Superintendent for Educational Programs, Wilmington Public Schools, Wilmington, Delaware
EDUCATION	B.S., Wilson Teachers College M.A., University of Maryland D.Ed., University of Maryland
MAJOR FIELDS OF ACADEMIC INTEREST	Teacher education; supervision; language arts
PUBLICATIONS	Supervision as Cooperative Action (1957) Adventuring with Books (Editor, 1960) Reading Ladders for Human Relations (Editor, 1963) Curriculum Development for Elementary Schools in a Changing Society (1964) An Adventure in Human Relations (1965) Numerous articles in Elementary English, Educational Leadership, Childhood Education, NEA Journal, and others
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	President, NCTE, 1966 Board of Directors, Steering Committee, ASCD Advisory Committee, Educational Policies Commission, NEA Editorial Board, DESP publications
NAME	ELDONNA L. EVERTTS, Associate Professor of Education, University of Illinois and Assistant Executive Secretary, NCTE
EDUCATION	B.S., Manchester College M.S., Indiana University Ed.D., Indiana University
MAJOR FIELDS OF ACADEMIC INTEREST	English; history; elementary education
PUBLICATIONS	"An Investigation of the Structure of Children's Oral Language Compared with Silent Reading, Oral Reading, and Listening Comprehension," Studies in Education, 1961 "An Investigation of Children's Language," Proceedings of the Wisconsin Educational Research Association, October 1962 "Composition and the Nebraska Curriculum," The Nebraska English Counselor, Fall 1964 "The Nebraska Curriculum: Literature, Linguistics, and Composition," Convention Proceedings 1964, IRA "The Influence of Linguistics," Educational Leadership, March 1965 Reviews and articles in Childhood Education and Elementary English
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Co-Director, The Nebraska Curriculum Development Center, USOE, 1964-65 Director, Hill Family Foundation, Research on the Syntax and Content of Children's Compositions, 1963-65 Director, Elementary Section, NDEA English Institute, University of Nebraska, Summer 1965 Assistant Executive Secretary, NCTE

Biographies

NAME	JOSHUA A. FISHMAN, University Research Professor of Social Sciences, Yeshiva University
EDUCATION	B.S., University of Pennsylvania M.S., University of Pennsylvania Ph.D., Columbia University
MAJOR FIELDS OF	Sociology of language (billingualism, language maintenance and language shift, language policy); social and cultural change
PUBLICATIONS	"Negative Stereotypes Concerning Americans Among American-born Children Receiving Various Types of Minority Group Education," Genetic Psychological Monographs, 51 (1955) "The MTAI in an American Minority-Group School Setting: I. Differences Between Test Characteristics for Norm and Non-Norm Populations," Journal of Educational Psychology, 48 (1956) "The MTAI in an American Minority Group Setting: II. Indirect Validation as a Test of Pupil Directedness," Journal of General Psychology, 59 (1958) "American Higher Education in Current Social Perspective," Teachers College Record, 62 (1960) "Language Maintenance and Language Shift as a Field of Inquiry," Linguistics, 9 (1965)
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Director of Research, CEEB, 1957-58 Associate Editor, Sociology of Education, American Sociological Association
NAME	ROBIN S. HARRIS, Principal, Innis College and Professor of Higher Education, University of Toronto
EDUCATION	B.A., University of Toronto M.A., University of Toronto Ph.D., University of Michigan
MAJOR FIELDS OF ACADEMIC INTEREST	The history of higher education in Canada and elsewhere with particular reference to the development of curricula in arts and science and in professional faculties and schools
PUBLICATIONS	The Undergraduate Essay (Coauthor, 1958) A Bibliography of Higher Education in Canada (Coauthor, 1960) A Bibliography of Higher Education in Canada (1965 Supplement) Changing Patterns of Higher Education in Canada (Editor, 1966)

NAME	PATRICK D. HAZARD, Chairman, English Department, Beaver College
EDUCATION	M.A., Western Reserve Ph.D., Western Reserve Ph.B., University of Detroit
MAJOR FIELDS OF ACADEMIC INTEREST	American literature; the new media
PUBLICATIONS	Dolphin Guide to Hawaii (1965) Language and Literacy Today (Coauthor, 1965) Moses' Land of Promises: A Film Essay on the American Dream (1966) TV as Art (Editor, in press)
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Committee on Promising Practices in the Teaching of English, NCTE

NAME	ROBERT F. HOGAN, Associate Executive Secretary, NCTE
EDUCATION	B.A., University of California, Santa Barbara M.A., University of California, Berkeley
MAJOR FIELDS OF ACADEMIC INTEREST	English curriculum; English education
PUBLICATIONS	Teaching edition of Darkness at Noon, by Arthur Koestler (1963) The National Interest and the Continuing Education of Teachers of English (Coauthor, 1964) Various articles for professional periodicals
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Assistant Director, Commission on English, CEEB Associate Executive Secretary, NCTE

Biographies

NAME	FRANK MCTEAGUE, Head of English Department, Mimico High School
EDUCATION	M.A., University of Windsor
MAJOR FIELD OF ACADEMIC INTEREST	Teaching of English in the secondary school
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Past President, Ontario Educational Association English Section Ontario Representative, Action Committee for the formation of the Canadian Council of Teachers of English

NAME	JOHN J. MARCATANTE, Acting Chairman of English, Astonia Junior High School, Queens
EDUCATION	B.A., Brooklyn College M.S., Hunter College
MAJOR FIELDS OF ACADEMIC INTEREST	English education; literature
PUBLICATIONS	A Family is a Way of Feeling, Stories in Song and Verse, Coping (Gateway English Series, Coeditor) Identification and Image Stories American Folklore and Legends (1966) Numerous articles in High Points and The English Record Various poems in New York Herald Tribune, Quicksilver, and other magazines
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Delegate, New York City Teachers of English Association; and panelist in the 1966 convention Panelist, 1963 New York State English Council Conference, Rochester, New York

Biographies

NAME	SYBIL MARSHALL, Lecturer in Primary Education, Institute of Education, University of Sheffield
EDUCATION	B.A., Cambridge University
MAJOR FIELDS OF ACADEMIC INTEREST	English; creative work in general; children's art; integrated work in the Junior School
PUBLICATIONS	Experiment in Education (1963) Fenland Chronicle (1966) "Aspects of Art Work with Children 5-9 Years," Child Education, 1965-66 Various articles for professional journals
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Schools Consultative Council, University of Sheffield Publication Committee, Schools Library Association Adviser, Granada T.V. Programme for Primary Schools Past member, NATE Council

NAME	WALTER H. MINER, East High School Cheyenne, Wyoming
EDUCATION	B.A., University of Colorado M.A., Harvard University
MAJOR FIELDS OF ACADEMIC INTEREST	English literature; English language
PUBLICATIONS	A Plan for a Wyoming English Curriculum (1963) Wyoming Curriculum Guide for English (1965)
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Organizing Committee, Wyoming Association of Teachers of English Director of curriculum workshops leading to state curriculum guide for English, 1963 and 1964 Various offices and committee chairmanships, Wyoming Education Association Presidency and other offices, Cheyenne Classroom Teachers Association and Cheyenne Education Association

Biographies

NAME	WALTER J. ONG, S.J., Professor of English, Saint Louis University
EDUCATION	S.T.L., Saint Louis University M.A., Saint Louis University Ph.D., Harvard University
MAJOR FIELDS OF	The Renaissance; contemporary literature; contemporary civilization
PUBLICATIONS	Frontiers in American Catholicism (1957) Ramus, Method, and the Decay of Dialogue (1958) Ramus and Talon Inventory (1958) American Catholic Crossroads (1959) Darwin's Vision and Christian Perspectives (1960) The Barbarian Within (1962) Numerous articles in literary and philosophical reviews and scholarly periodicals
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Chairman, Fulbright National Selection Committee for graduate study in France Regional Associate, American Council of Learned Societies President, Central Renaissance Conference Many committees of MLA, American Council of Education, and similar organizations

NAME	HARLEY W. PARKER, Head of Design, Royal Ontario Museum, University of Toronto
EDUCATION	A.O.C.A. (Associate Ontario College of Art), University of Toronto
MAJOR FIELDS OF ACADEMIC INTEREST	Art history; communication theory
PUBLICATIONS	"The Museum as a Communications System," CURATOR Space in Poetry and Painting (Coauthor, in progress) Museums Are Now Articles in Varsity Graduate (University of Toronto)
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Past President, Canadian Society of Graphic Art

Biographies

NAME	HENRY DAN PIPER, Dean, College of Liberal Arts and Sciences, Southern Illinois University
EDUCATION	B.A., Princeton University Ph.D., University of Pennsylvania
MAJOR FIELD OF ACADEMIC INTEREST	American literature and civilization; Franco-American and Anglo-American literary studies
PUBLICATIONS	Guide to Technical Writing (1958) American Literary Manuscripts (1961) Dimensions in Drama (Editor, 1962) F. Scott Fitzgerald: A Critical Portrait (1965)
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Executive Council, American Studies Association Acting Chairman, American Literature Group, Committee on Literary Manuscript Holdings, MLA President, Southern California Chapter, College English Association Vice President, Southern California Chapter, College English Association

NAME	ALAN C. PURVES, Associate Examiner in the Humanities, Educational Testing Service
EDUCATION	A.B., Harvard University M.A., Columbia University Ph.D., Columbia University
MAJOR FIELD OF ACADEMIC INTEREST	The English romantic poets, the teaching of literature, literary criticism, composition, and the teaching of composition
PUBLICATIONS	"The Formal Structure of 'Kubla Khan'" "The Dictaphone or the Pea" A Quest for Questions (Editor) The Elements of Criticism and Interpretation The Selected Essays of Theodore Spencer (Editor)

Biographies

NAME	FLOYD RINKER, Executive Director, Commission on English, CEEB
EDUCATION	B.A., Dickinson College M.A., Harvard University Ph.D., Boston University
PUBLICATIONS	CTCH: Its Concept and Development "Mass Media and A Quality Product," Year Book of Education, 1961 Teacher's Manuals for the Humanities filmed lessons
OFFICES AND WORK IN SCHOLORALY AND PROFESSIONAL ORGANIZATIONS	Chairman, School and College Conference, 1958-61 School and College Study of Admission with advanced Standing Executive Director, Commission on English, CEEB

NAME	DOROTHY O. SAUNDERS, Brookmont Elementary School, Bethesda, Maryland
EDUCATION	B.S., New York University
MAJOR FIELD OF ACADEMIC INTEREST	Language arts in elementary school
PUBLICATIONS	They All Want to Write (Coauthor, 1964)

Biographies

NAME	WILLIAM WORK, Executive Secretary, Speech Association of America
EDUCATION	A.B., Cornell University M.A., University of Wisconsin Ph.D., University of Wisconsin
MAJOR FIELD OF ACADEMIC INTEREST	Speech and theatre education
PUBLICATIONS	Articles in various periodicals in the field of speech and theatre
OFFICES AND WORK IN SCHOLARLY AND PROFESSIONAL ORGANIZATIONS	Executive Secretary, Speech Association of America Vice President, Central States Speech Association, 1963

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Supervisor of English and Teacher of Advanced Placement - English and Humanities
Tamalpais Union High School District
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In 1966-67
Lecturer in English and James Lynch Teaching Fellow
University of California
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Freshman English

Normally Freshman English (First-Year Reading and Composition) is taught in American Universities by the conventional classroom method. Twenty-five to thirty-five students meet three times a week with a professor, or, more often, with a low-paid graduate student called a Teaching Assistant or Teaching Fellow, who conducts class discussions on literature and on the rhetoric or expository prose, and marks the students' papers. The papers, ten or fifteen of them are written compulsorily, according to a fixed schedule, on a variety of topics. They are usually conceived as exercises-in everything from precis writing to library research.

At many universities entering students are sorted by their ability to write, and the poorest are segregated in special "bonehead" classes. For instance at Berkeley those who fail the "Subject A" exam are required to take and pass a special Subject A course before entering Freshman English. Subject A carries no academic credit, costs thirty dollars in addition, and is taught only by Teaching Assistants. Considering the poor psychological state of his students, the Teaching Assistants do pretty well. But those responsible for the course are beginning to wonder whether experiments should not be conducted in treating these students more like normal human beings, and trying to elicit writing from them by interest rather than by force.

A highly successful experiment has already been carried out at Berkeley within Freshman English itself with a "tutorial method." Here it is described by Professor Paul Piehler:

Ideally the class should not contain many more than 24 students, and should be taught by an instructor and a Teaching Assistant. To convert such a class to tutorial instruction, one simply arranges to meet the students in groups of four, once a week, rather than in groups of 24 three times a week. Two student papers are normally read at each meeting, and the students not reading papers will have assisted those who are reading with the preparation of their papers, and will be in part responsible for them. The student is not judged on his contributions to the class in any one week, but rather on his total production for the whole semester, which takes the form of a preliminary manuscript ... .(?) on some subject of general academic interest. At the moment, for example, a tutorial class in Residential Unit II is working on an anthology of essays on educational theory and practice in different civilizations, as a book of source materials for the understanding of our present problems.

There are naturally certain difficulties in switching over to the tutorial system. The student has to learn to take responsibility and initiative, both in and out of class. The tutor has to be primarily a good listener. He will have less time to make his own contributions than in the ordinary classroom situation, but his contributions will be made with much greater efficiency since, if he is sensitive to the development of the student's discussion, he will be making contributions only when the students are carefully prepared to absorb what he has to say.

Both tutor and students, moreover, have to adjust to a new pace of learning. Because the tutorial student is forced so much onto his own resources, he will very often make a slow start. By the end of the semester, however, the achievement of the tutorial student is likely to be far beyond that of the conventionally taught student, since the basis of his work is much more his own rather than his tutor's creation. But both tutor and students often have to exercise a good deal of faith during preliminary difficulties in regard to the final outcome. The tutor will constantly be having to consider how much or how little of his own energies need to be infused into the class. Ideally he should function to the greatest degree possible on the initiative of his students.

Preliminary evaluation of the tutorial work done by freshman students shows extraordinary results both in the quality of work produced and in the tone of student response. The graduate Teaching Fellow in one class, Miss Elizabeth Petroff, reports to the Committee in terms that make clear her own satisfaction:

Their attitude toward the class was one of intense involvement--they wanted to prove themselves they could handle large ideas. Learning and writing were not easy and fun; this surprised them at first. They were very conscious of how little they knew. They had to learn how to use a tutorial, when it would be helpful to talk to me, when they were better off talking with each other. Occasionally a group would call me at home and ask me to have dinner with them and discuss their ideas before they began writing. They had to fight with the library, learn to use reference works and commentaries with discretion. One constant fear was--"I've learned how much I can do in this kind of course. What will I do in any ordinary course?" I had to keep telling them they had to learn to rely on themselves for an education; use the system, not beat it.

Surprisingly, I spent no more time on this 1A than on the usual iA class, but all my time was spent more usefully. My office hours were always filled, and often exceeded three hours a week. I taught between two and three hours a week. I spent three or four hours commenting on papers. I spent four or five hours reading the material on which they were writing. Had I been teaching material I had used before, less time would h ve been involved.

Grades were never discussed during the term; the students were told they could inquire about a tentative grade at any time, but they never did.

English in English Departments of English Universities

The English educational system has a built in assumption that it is essential for any intellectual pursuit to draw its sustenance from a community of people, however small, for whom that pursuit is an end in itself. Such people cannot be told what the pursuit is, or how to engage in it, because in the nature of things there could not be anyone in a better position to do it than they are. From this assumption no particular organizational inference follows, but the fact is that traditionally in England the academic departments of universities have been the characteristic home of such people. Tradition is, of course, not sufficient grounds for preserving this pattern; but there is another, and more substantial ground: a financial one. Society at large digs deep into its collective pocket to preserve it. Universities are our costliest academic institution; and presumably this is because they are seen, however dimly, as having a distinctive role. Please note that this is not an elitist view: quite the contrary. The elitist view is the one that says that the extra resources of a university should be spent on work which is not unique--in that case, the only justification for the extra resources is that universities do the <u>same</u> job better than other institutions. That I do not accept.

When society at large is willing to stump up, it is alarming to hear expressed in this seminar the belief that university English departments should abandon a distinctive role and muck in with the rest of the educational cycle. Again please note that my alarm does not spring from an ivory tower view. The only justification for taking taxpayers' money for following an

interest wherever it leads is that one does use the consequences to feed into, and sustain, the pursuit in society at large. The central way of doing this is to communicate it to one's students; but other ways (like coming to this seminar) are necessary. However, all the communication is derivative from the distinctive activity of going where the interest leads.

To divert the work of university English departments towards professional training or any vocational concern is to abdicate from this distinctive role, and take on one for which members of such departments are quite unqualified. Pressure to do this springs from a philistine amateurism teachers would not tolerate in anyone else.

As for what English at universities can be, I am prepared to maintain that it cannot be a continuation of what most people here are saying English at school ought to be. I hereby give notice that I would welcome discussion on this point if anyone wishes to take it up.

Some Technical Terms

(There seems a need for some attempt, however rough, to explain a few of the technical terms that some of us may find misleading at first sight. These notes represent a personal and very unofficial impression. G.C.A.)

School Structures

1) In U.S.

"Grade School" or Elementary School, "Grade 1 through Grade 6" (Compulsory School usually begins at age 6, the term "kindergarten" often being used for children of 5.)		Grade 1	Age Appox. 6+
		2	7+
		3	8+
		4	9+
		5	10+
		6	11+
Secondary Schools	Junior High	7	12+
		8	13+
		9	14+
	High School	10	15+
		11	16+
		12	17+

N.B. i) The ages do not always apply to all the "students" (as boys and girls tend to be called from Grade 1 onwards) in a particular Grade. For students are often kept over for a second year in a particular grade if they are not considered ready to move up; the result may be quite noticeable, particularly in the Junior High School.

ii) For such reasons as increase in school population or shortage of buildings, there may be local variations in the classification given above: e.t., the Junior High School may cover 4 grades and the High School only 2.

2) In England (excluding independent schools)

N.B. Wales follows English practice in many but not all respects. Scottish practice and terminology are entirely different.

Primary School (Compulsory school begins at 5. Primary school is often divided into Infant School 5-7, and Junior School 7-11.)	Age 5-6 6-7 7-8 8-9 9-10 10-11

The term "11+" is often used for the tests used in the past to decide which kind of secondary school a child should pass on to. There are marked regional variations in the proportion of students accepted for an academic type of education in grammar schools; the extremes may vary from below 10% to above 25%. At one time these tests often took the form of a once-for-all series of tests, usually covering IQ and performance in math and English; now the tests are usually more sophisticated, and extend over a much longer period, and take full account of the assessment of the primary school. But in an increasing number of areas, pupils are passing on to Comprehensive Schools which cover the whole range of ability.

Secondary School

Unselective or Modern Schools	11-12	Selective or Grammar Schools	11-12
	12-13		12-13
	13-14		13-14
Compulsory leaving age 15 rising to 16 in 1970	14-15		14-15
			15-16
Pupils staying on voluntarily	15-16		16-18

At 16 (sometimes earlier) the most boys and girls in the selective schools, and some in the unselective schools, take the public examination at Ordinary

Level for the General Certificate of Education ("G.C.E., O. Level"). This is a subject examination, though for certain . . .(?) so many subjects, perhaps including particular subjects such as English Language, may be required. English is divided into English Language (in practice almost obligatory) and English Literature; which may or may not be taken; there is no oral test. This examination caters for the ablest 25% of the school population. A new examination for the "Certificate of Secondary Education" (C.S.E.) has been devised for the next ablest "quartile" of the school population, mainly but not wholly in unselective schools; in practice this may be taken by candidates well below the 50% level, particularly in their best subjects. This too is a subject examination, which may not be taken below the age of 16; high marks in a particular subject are treated as equivalent to a pass in GCE at O Level in that subject. This examination embodies a good deal of experimentation; the most important new development is that an individual school or group of schools may devise its own examination, so that this then becomes in effect an internal examination externally assessed. In English an attempt is being made to bring language and literature together in a closer relationship than has usually prevailed in G.C.E.; oral tests are usually found.

Sufficiently good performance in GCE O Level or CSE admits to the Sixth Form, which normally covers the period between 16 and 18 (but may include some pupils of 15). This usually enjoys a better staffing ratio; one finds group and individual study, and a much more individualized curricular leading towards the GCE Advanced Level Examination at the end of the two year course. Most boys and girls specialize in two or three subjects to which some more general work is added. English is included under both heads. A Level English

is normally a test in literature only, but most university entrants, whatever subjects they offer, have to pass a test in "Use of English" if they wish to go on to the university (this seems to correspond roughly with the qualifying examination in English required by some U.S. universities for admission to certain types of courses). Many pupils from unselective schools move over into Grammar School Sixth Forms, particularly in some districts; but other unselective schools have been providing their own courses for older pupils.

"Streaming," as it is known in England, corresponds with what is often called "grouping" in the U.S. This has been very common in the recent past in the upper forms of primary schools in England as a result of 11+, and is still often found though less often than formerly. All kinds of secondary school have tended to be streamed, including the comprehensive school. But a reaction against streaming has been widely expressed in recent years, and has made some impact on the first year or two of the secondary course. "Setting" is also widely found; this means that boys and girls are taught some subjects in their normal classes, but others, e.g., modern languages or science, according to their ability or choice of subjects, in special subject groupings which are called "sets."

The term "grouping" in England normally refers to smaller groups within a class. In the U.S., as already indicated, it seems to be the equivalent of "streaming." One also hears the term "track" used in this connection. There is a fair amount of grouping or streaming in this sense in U.S. schools, as well as a lively reaction against it. Some of the most interesting variants occur in the High School with "merit" or "honors" groups or "accelerated placement" groups; these are normally composed of specially gifted students, who may be admitted to the university ahead of the rest or to more advanced courses.

The Breadth and Depth of English in the United States

Never before having addressed an audience of Englishmen--not even Englishmen from the United States--I would like nothing better at this time than to be able to present to you an integrative revelation that is both exquisitely correct and breathtakingly beautiful and that will strike each of you as crucial for the very purposes that have brought us all here. Unfortunately, nothing that I have learned during my seven days amongst you makes me the least bit confident that I can come anywhere near that happy state of affairs, nor, indeed, that a human being with that capacity exists. I have noted several of your terms, your concerns, your certainties, and your queries, and I have compared them with my own. While I note some correspondence between these two sets of filters, I do wish that it were much more substantial so that you could now encounter as much gratification in finding something of value in my realm of interest as I have, these seven days, in yours.

When I was engaged in the "Survey of Non-English Language Resources of the United States" I was primarily concerned with what had been done, what was being done, and with what more could be done to strengthen the many languages brought to this country during three centuries of immigration. Thus, my volume on Language Loyalty in the United States deals not with English per se, but, rather with Anglification--slow or rapid, forced, unforced, or desired--that is, with the various social, economic, cultural, and political forces that have influenced language maintenance and language shift throughout American history and for most of its major sub-populations. Since much of English teaching in the USA, in England, and elsewhere as well, may be viewed as "planned language

shift" the total American experience with respect to Anglification (perhaps the most rapid and most massive example of language shift in world history) may well be of interest to English teachers.

However, rather than review or repeat that which I have already done (and about which some of you have already read in the xeroxed paper that was distributed to you yesterday) I would like to offer you some reflections not on Anglification per se, but on some substratum sociolinguistic phenomena of an attitudinal and of an overt-nature that may remain even after as widespread and as rapid Anglification as the United States has experienced. /While I have some impressions and convictions concerning how long these substratum forces continued to influence behavior, I would welcome your comments in this connection (for they may be based on more sensitive observation than my own) and, even more, in connection with two resultant questions:

1) Should the English curriculum capitalize upon these substratum forces or should it ignore or even counteract them, and

2) How should it proceed in attempting to do either (or, more selectively, both)?/

It is common to expect that the major social institutions lending strength and depth to native language mastery are the family, the school, and the church. However, in the USA each of these institutions entails certain limitations vis-a-vis English that have not yet been fully recognized at this Seminar nor, as far as I know, among English specialists more widely.

While the majority of American families are English-speaking social units the proportion of families that are not is many times greater than is commonly

supposed. Conservative estimates derived from the mother-tongue data reported by the 1960 Census indicate that nineteen million white Americans have a mother tongue other than English. Roughly half of these individuals are American-born (indeed, approximately a quarter are children of parents who are themselves American born) and, therefore, constitute a population segment still in school, still young, still destined to be part of America for many many decades. By way of example, let me read from a news item that appeared in last Monday's New York Times, just a few days after your arrival here in Hanover:

> The "most acute educational problem" in the Southwest is the inadequate schooling for 1.75 million Mexican-American children, according to a 40-page report issued last week by the National Education Association.
>
> The report, prepared after a year's study of the Spanish-speaking children in Arizona, California, Colorado, New Mexico and Texas, discloses a grim prevalence of low grades, high dropout rates and difficulties stemming from schools' insistence on the use of English as the classroom language.
>
> . . . .
>
> . . .the N.E.A. report says that Mexican-American children "start school with a decided handicap, fall behind their classmates in the first grade, and each passing year finds them farther behind."
>
> . . . .
>
> The "decided handicap" at the start of the Mexican-American's education is his almost exclusive use of Spanish.
>
> "He knows some English but has used it infrequently," the report observes. "The language of his home, his childhood, his first years, is Spanish. His environment, his experiences, his very personality have been shaped by it."
>
> But the student with this background often discovers that English is the only language acceptable in school, the report notes.
>
> "In some schools the speaking of Spanish is forbidden both in the classrooms and on the playground" and "not infrequently students have been punished for lapsing into Spanish. This has even extended to corporal punishment," the report asserts.

> In addition to the language barrier, the education association goes on, the Mexican-American student in the beginning "encounters a strange and different set of culture patterns, an accelerated tempo of living and, more often than not, teachers who, though sympathetic and sincere, have little understanding of the Spanish-speaking people, their customs, beliefs and sensitivities."
>
> The association recommends the following remedies for the problem in the Southwest:
>
> Bilingual instruction in preschool programs and early grades.
>
> The teaching of English as a second language.
>
> Emphasis on the reading, writing and speaking of good Spanish, since Mexican-American children are so often illiterate in it.
>
> Other proposals include the employment of Spanish-speaking teachers and teachers' helpers, improved collegiate training for teachers in bilingual situations and the repeal of state laws that specify English as the language of instruction.
>
> (N.Y. Times 8/22/66)

My general point here is not that most of these nineteen million Americans do not as a rule know (speak, read, write) English--for unlike the Mexican-Americans, most of them do--but, rather, that their relationship to English in general, to standard literary English more particularly, and to sensitivity, to expressive, effective, subjective English most particularly, must be carefully examined.

Passing beyond these first nineteen million whose mother tongue is other than English, let us now consider an additional fifty to sixty million white Americans who are the first generation of individuals with English as their mother tongue in their families. These individuals--constituting as much as a third of our total population, an even larger proportion of our white population, and, in many regions of our country, half to three quarters of that population--grew up in homes and in neighborhoods in which another language was

frequently heard in the stores, in the parks, in the churches, on the radio, at large and small family celebrations, and at organizational functions or "events."

If we now add to this group and to the preceding one another which includes those who are only the second generation with English as their mother tongue, i.e., individuals whose grandparents provided a context of functional validity and intimacy for a language other than English, we will have accounted for close to two-thirds of the white population of the United States. You do not have to scratch most white Americans very hard to elicit other than English sounds, other stress patterns, other rhythms, other verbal imagery and intonation--all with emotional connotations, complexly and simultaneously positive, negative, and ambivalent.

The largest and the most concentrated segments of the American population whose roots in English are as much as three generations deep are either the recently urbanized and severely dislocated negroes, on the one hand, or the rural and small-town southern whites, on the other. Each of these two subpopulations presents distinct problems to the teacher of English, among them indifferent control of school English, distance from any literate heritage, and --in many cases--alienation from schooling or from the broader society more generally.

Formal schooling and formal churching (if I may coin such a term) in the United States are also far from implying a deepening of personal ties with the English language or even certain exposure to that which is richest, most moving, most revealing, most subtle in that language. It is not so long since State

Superintendents (or Commissioners) of Public Instruction (or of Education, these two terms being used interchangeably for some reason) complained bitterly in their Annual Reports that not a word of English was to be heard in a wide segment of the public schools under their jurisdiction.

Missouri's Superintendent of Public Instruction complained in his report for 1887-1888 as follows:

> In a large number of the districts of the State, the German element of the population greatly preponderates and, as a consequence, the schools are mainly taught in the German language and sometimes entirely so. Hence, if an American family lives in such a district, the children must either be deprived of school privileges or else be taught in the German language.
>
> (pp. 67-68)

and in 1889:

> The law should specify definitely in what language the instruction of our public schools is to be given. It is a shame and a disgrace to have the English language ruled out of our public schools and German substituted, as is done wholly or in part in many districts in this state.
>
> (p.68)

The Dakota Territorial Board of Education, in its report for 1886-1888, stated:

> Some instances came to the attention of the Board where the teacher was not even able to speak the English language and nothing could be done about it, as the foreign element was so strong that they not only controlled the schools, but the election of the county superintendent also.
>
> (p.68)

Quotations from Handschin, C.H. The Teaching of Modern Languages in the United States (Washington, USGPO, 1913)

When this state of affairs (i.e., the existence of non-English public schools) was left behind it was accomplished in a slow and transitional rather than in an absolute manner. Many in this room are young enough (or is it old enough?) to have attended the bilingual public schools of Baltimore, Cincinnati, St. Louis, Minneapolis, and other large cities--not to mention those in a veritable host of smaller towns. Today, such public schools, though few in number, are again on the increase--and the demand for them, as indicated by the N.Y. Times news item that I read earlier, is much greater than at any time during the past fifty years.

Finally, in a further transitional stage, it must be pointed out that the portion of American children now attending either supplementary or parochial schools offering instruction via (or of) a language which is the "ethnic mother tongue" of these pupils or the language of a great secular or religious tradition to which they and their parents are attached is really quite large (reaching approximately 25% of the white elementary school-age population). Thus, much formal education in America has had (and has now) other languages to think of and other language sensitivities to cultivate than those that pertain to English--although one would never discover this truth from reading any of the usual histories of American education.

Since our Seminar is convened in this lovely New England setting it may be doubly instructive to mention that half of the famous "Sentinelliste affair" of barely fifty years ago transpired within a two-hundred-mile radius of Hanover. The other half transpired in Rome where ecclesiastic authorities finally threatened millions of former French-Canadians living in Maine, Vermont, New

Hampshire, Massachusetts, and Rhode Island with excommunication if they persisted in their demand for French-speaking parishes, French-speaking priests, and French-teaching schools. The Franco-Americans finally submitted to Church authorities, particularly since overly rapid "Americanism" too was then declared a heresy, taking other steps to make sure that French remains very much alive in New England as it does to this very day. However, millions of Polish-Americans left the Catholic Church and established here a religious body that had never existed in Poland, the Polish National Catholic Church, in order to be able to conduct services and all parish affairs in Polish. Millions more, and not only Poles, but Slovaks, Ukranians, Croatians, and others transferred from Roman Catholicism to Greek Orthodoxy where sermons and parish activities (including education of the young) were (and are to this very day) more frequently conducted in their traditional languages, in a hallowed language more similar to them.

Similarly, Lutherans, Baptists, Calvinists, and other "national" Protestant churches long continued (or some do even now) to stress services, ceremonies, and sermons in languages other than English, such as German, Norwegian, and Dutch. (Certainly this has been true of Jewish religious bodies as well, and seems to be becoming more so, as the uncertainties and conflicts of immigrant status and super-patriotism recede.)

Let me stress, once again, the primary reason why I bring all of these considerations before this group--since I, for one, do not bemoan or regret most of the circumstances that I have mentioned. English has consistently occupied an official position in American life (although even here it has not

been, and it is not today, the only language to be recognized for official purposes of government or citizenship within the country), but English has not long been the traditional, habitual, customary language for all expressions of personal and social genius for any but a small body of America's citizenry. Those who have had a relatively effortless and effectively accurate control of a repertoire of English registers--one for the intimacy of family and friends, one for the impersonal casualness of business and other daily routines, one for the technical intricacies of the worksphere, one for High Culture and Great Literary Tradition, and one for the chapter and verse of laws and ordinances--these have not only been "few and far between" (for they may have been and still be that in England as well) but they have not been fully accepted as models or as arbitors by many more.

In addition to our toleration for regional and social variation even in the domains of the school, the church, and the media (which seriously limits consensus-producing or enforcing machinery in the language area), in addition to the self scale and social segmentation that we have so long ignored that many teachers and parents simply cannot understand "where all those negroes came from all of a sudden" and "why can't they talk American like the rest of us," in addition to deep-seated, popular low-browism, particularly in the humanities area (such that virtuosity in English is still viewed as a form of effeminacy and is, therefore, kept well disguised); in addition to all of the foregoing, there is another substratum factor that may be even more taboo, more upsetting, more fervently denied, and therefore more difficult to face or "correct" (and we here hold a horrible hatred for the things we cannot fix or

change), and that is the fact that very few of us love English or cherish it from the very center of our being (as Frenchmen do French, as Israeli's do Hebrew, as Arabs do Koranic Arabic--whether or not they are themselves privileged to control it). Very few Americans aspire to (let alone are able to) react to English with the confidence and tenderness that comes from long and comfortable association with national mythological symbols and values that are held through thick and thin, in sickness and in health, 'till death do us part. I must add that very few of the Americans in this room today are either drawn from or in touch with that reservoir from which two-thirds of the white American population is drawn and for whom ethnic, non-English associations are part of the real things and real situations that language is about, and to which real literature and Great Traditions and linguistic insight must also somehow be related.

The components of culture and their expression in social behavior are not all of the same cloth. The externals of dress, recreation, diet, housing, transportation, and even those of loyalty and informality, change and regroup more rapidly than do concepts of beauty, directions in life, customs of marriage, expressions of piety, and implementation of group sentiments. Many Americans have overtly moved away most rapidly from the primordial sentiments toward kith and kin, toward birthplace, and toward custom. Nevertheless, I am trying to argue for greater sensitivity to two possibilities: first of all, that these primordial sentiments are often still there, well hidden though they may be from the eyes of the English teacher, and expressed or sublimated via ditties and at parties, through ethnic humor, ethnic voting, and ethnic restauranting,

through "curious" electives in college and summer camping, via the menus of church suppers and the odds-and-ends of home furnishing, through over-rejection of "old country" ways and their surprising preservation in the busom of the mind; secondly, our American modernity and affluence, this "greater freedom" if you like, has left many of our adults and children alike with rather less sprachgefuhl than might be expected of other native speakers of English, with similar income, education, and formal cultural exposure.

If this broad picture that I have sketched is valid--at least in part--should it somehow influence the conceptual and functional ingredients of the English curriculum with which you are concerned? Does it not influence some important corners of the ethnography of our personal and of our national English speaking life--not the life of this or that writer who becomes great, not only despite his unusual language background but, in part, because of it--but the life of English as a deep component of American experience and of American national awareness? Does the kind of language disadvantage that I have sketched not influence our individual dreams and sensitivity to self--as well as our public utterances--in view of the fact that these are all so frequently refracted through such a thin brittle layer of English, which is often itself superimposed over layers of guilt due to the rejection of other tongues, mother tongues, and grand-mother tongues? Does not the fact that the English language in the United States is, like the Mississippi River, a mile wide but frequently only an inch deep--with other perhaps deeper rivers flowing far below it--not result in a peculiarly American feeling of uneasiness about correctness or propriety of usage (among parents and teachers alike) rather

than a concern for authentic revelations to one's self and to others?

Whatever your answers to these questions may be--and they may vary from "let sleeping dogs lie" to "unchain the hidden forces"--it may merit considering that English in America is still a far more fragile and unfamiliar flower, and for other or additional reasons than the ones that most of those who teach it and love it are likely to admit. Part of the American experience with English has been to encourage, to help, to nudge, and to force millions to seemingly forget and deny parts of themselves. It is, therefore, a particularly American dilemma to have to use this same means, English, to also help these very same millions to recognize, sensitize, clarify, and intensify themselves.